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IDENTIFIERS Mountain Plains Program

ABSTRACT

This supplement which accompanies chapter 4 of "Mountain-Plains Handbook: The Design and Operation of a Residential, Family Oriented Career Education Model" (CE 014 630) contains specific information concerning procedures and forms utilized by the student services division. The document is divided into three sections which cover the following components of the student services division: counseling, career guidance, and community development and recreation. The following materials related to the counseling component are included: facility floor plan, equipment list, test list, various lists of counseling products, counseling procedures, and counseling forms. The following materials related to the career guidance component are included: staffing charts and descriptions, equipment list, facility floor plans, various forms and questionnaires, sample lessons, and goals and objectives table. The following materials related to the community development and recreation component are included: facility floor plans; goals and processes of the community development program; recreation forms and reports; policy, procedures, and safety guidelines of the family center; and orientation materials. (BM)

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NATIONAL EDUCATION R & D MODEL

MOUNTAIN PLAINS EDUCATION ECONOMIC DEVELOPMENT PROGRAM INC.

ED150357

APPENDIX

MOUNTAIN-PLAINS HANDBOOK

THE DESIGN AND OPERATION OF A RESIDENTIAL FAMILY BASED EDUCATION PROGRAM

SUPPLEMENT NO. 1 TO VOLUME 4

SELF AND SOCIAL DEVELOPMENT:

STUDENT SERVICES DIVISION

U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

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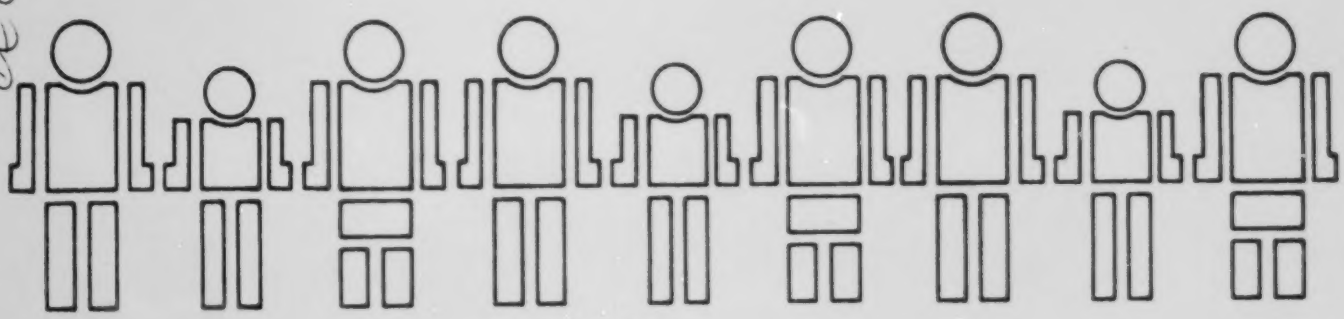

APPENDIX

This supplement is designed for use in conjunction with Volume IV.

Supplement 1 To Volume IV

THE HUMAN ASPECT:
THE STUDENT SERVICES DIVISION

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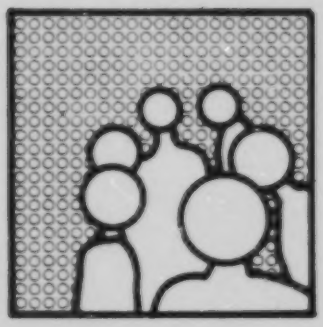
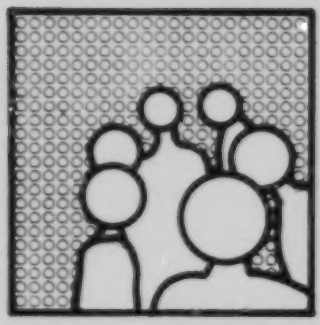
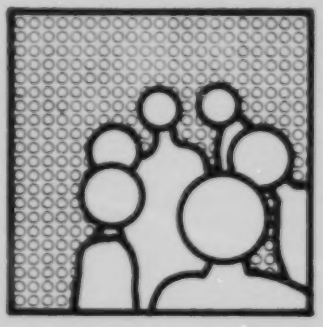
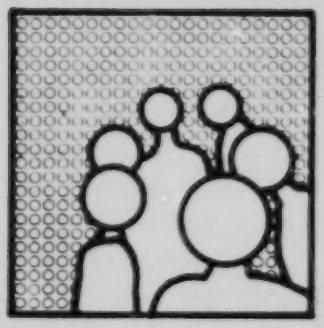


STUDENT SERVICES DIVISION

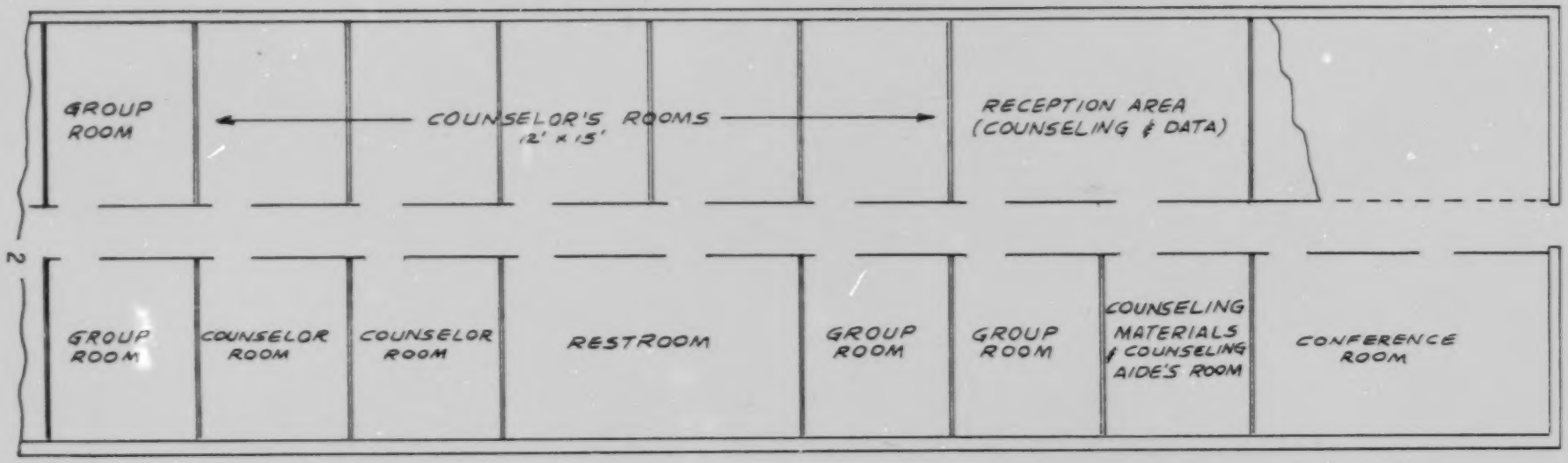


COUNSELING COMPONENT





COUNSELING SERVICE FACILITIES



APPENDIX A 1

EQUIPMENT LIST

APPENDIX A 2

ITEM NO.	QUANTITY	DESCRIPTION AND PART NO.	UNIT COST	TOTAL COST
1	2	IBM Selectric 715	$ 440.00	$ 880.00
2	1	IBM Selectric	450.00	450.00
3	1	IBM Executive	565.00	565.00
4	2	Doro-702 Transcriber (with earphone and foot pedal)	275.00	550.00
5	1	Temperature Feedback Device	215.00	215.00
6	1	Victor 10 Key	327.85	327.85
7	1	Hatachio Stereo-Tape	209.00	209.00
8	3	Sony T.C. 180 AV Casette Recorder	149.95	449.85
9	5	Sony 110A Recorder	110.57	552.85
10	2	T.C. 40 Recorder	99.95	199.90
11	10	Hassock Fan	38.99	389.90
12	7	Presto Heater	17.50	122.50
13	3	Executive Desk	72.00	216.00
14	3	Executive Desk with Trim	117.00	351.00
15	3	Typist Desk	79.00	237.00
16	2	Typist Desk with L Unit	88.00	176.00
17	3	L Unit Attachment	77.00	231.00
18	1	Executive Chair with Arms, Rotary	40.00	40.00
19	1	Executive Chair with Arms	48.00	48.00
20	3	Chair with Arms, Rotary	23.70	71.10
21	4	Chair with Arms, Rotary	22.60	90.40
22	3	Typist Chair, Rotary	20.10	60.30
23	1	Chair with Arms, Rotary	28.00	28.00
24	2	Executive Chair, Black	57.95	115.90
			Subtotal	$ 6,576.55

ITEM NO.	QUANTITY	DESCRIPTION AND PART NO.	UNIT COST	TOTAL COST
25	14	Straight Chair with Arms	$ 18.00	$ 252.00
26	12	Straight Chair with Arms	12.80	153.60
27	7	Straight Chair with Arms	16.30	114.10
28	8	Straight Chair	19.00	152.00
29	1	Easy Chair	80.00	80.00
30	2	Easy Chair	15.00	30.00
31	11	Folding Chair	5.12	56.32
32	2	Reversible Chalkboard	55.35	110.70
33	2	Chalkboard, 36" x 48"	27.00	54.00
34	5	Cork Bulletin Board	5.99	29.95
35	1	Cork Board, 3' x 5'	38.90	38.90
36	3	Filing Cabinet, Letter	59.00	177.00
37	1	Filing Cabinet, Legal	63.00	63.00
38	1	Filing Cabinet	58.00	58.00
39	3	2-Drawer Filing Cabinet	41.00	123.00
40	2	2-Drawer Filing Cabinet	34.00	68.00
41	2	2-Drawer Filing Cabinet	47.89	95.78
42	3	Desk Lamp	17.99	53.97
43	6	Desk Lite	6.90	41.40
44	2	4-Chair Reception Seat	123.49	246.98
45	1	3-Chair Reception Seat	102.49	102.49
46	7	Folding Table, 6' x 3'	47.95	335.65
47	1	Folding Table, 6' x 3'	56.96	56.95
48	1	Folding Table, 6' x 3'	60.00	60.00
			Subtotal	$ 2,553.79

ITEM NO.	QUANTITY	DESCRIPTION AND PART NO.	UNIT COST	TOTAL COST
49	1	Square Table	$ 66.25	$ 66.25
50	2	Coffee Table	35.95	71.90
51	4	Office Table	18.00	72.00
52	1	End Table	17.60	17.60
53	1	Coffee Table	29.50	29.50
54	1	Office Stand	17.10	17.10
55	1	Sony AC Power Supply	29.50	29.50
56	1	Dispatch Case	4.75	4.75
57	1	Hat Rack	11.40	11.40
58	1	8' Round Conference Table	530.00	530.00
59	10	Cloth Curtains, 84" x 120"	42.96	429.60
60	3	Plastic Drapes, 84" x 120"	28.90	86.70
61	2	Cloth Curtains, 84" x 120"	58.96	117.92
62	15	Cloth Cushions, Light, Set (2)	28.97	434.55
63	15	Cloth Cushions, Bulky, Set (2)	29.47	442.05
64	3	Carpet, 12' x 14', Group Room	137.90	413.90
65	1	Carpet, 12' x 24', Reception Room	293.99	293.99
66	3	Carpet Pads, 12' x 14'	32.48	97.44
67	1	Carpet, 5' x 118', Hallway		
			Subtotal	$ 3,166.15
			Subtotal Page 1	6,576,55
			Subtotal Page 2	2,553.79
			TOTAL	$12,296.49

Tests

Approximately 15 of each test listed below are used on a monthly basis.

Personal Orientation Inventory (POI) - Everett L. Shostrom, Ph.D.
Educational and Industrial Testing
San Diego, California

Mooney Problem Checklist - Leonard V. Gordon and Ross L. Mooney
Bureau of Educational Research
Ohio State University
Purchased from: The Psychological Corporation
304 East 45th Street
New York, N.Y. 10017

Student Inventory (S.I.) Form 1-B (Married Male)
Student Inventory (S.I.) Form 11-B (Married Female)
(Specifically developed for Mountain-Plains by Rowan W. Conrad in consultation with Donald P. Hoyt.)

Sixteen Personality Factors Form C - 1969 Edition
The Institute for Personality and Ability Testing, 1602-A
Coronado Drive
Champaign, Illinois

Special Tests

Minnesota Multiphasic Personality Inventory (MMPI)
The Psychological Corporation
New York, New York

Tennessee Self-Concept Scale by William H. Fitts, Ph.D.
Counselor Recordings and Tests
Box 6184 Acklen Station
Nashville, Tennessee 37212

Yiptis Form C - Capsulized from "Handbook of Rational Self-Counseling", by Maxie C. Maultsby, Jr., M.D.
(Portions of the original test were borrowed and with permission of the Association for Rational Thinkers.)
"Printed in Reprographics Department of Mountain-Plains.)

Handouts

"Rational Behavior Primer"
"This is Rational Living"
"Challenges to Practice Rational Self-Analysis on Fear of Talking in Groups"

Above are permitted with permission by Maxie C. Maultsby, Jr., M.D. and Linda Carpenter, M.S. (c) Maxie C. Maultsby, Jr., M.D., 1972

"Biofeedback Training Session Sheets"
The Menninger Foundation
Topeka Kansas 66601

Various other handouts, questionnaires as well as excerpts, are used as they relate to specific counseling areas, i.e., women's groups, cognitive groups, transactional analysis 6 ups, marriage exercises, Rational Behavior Therapy Groups, men's groups and Gestalt Therapy Groups.

COUNSELING SERVICES REPORTS

"Student Perceptions of Initial Program Contacts." Counseling Services Report #1. MPEEDP (IR-3-IV-010). Evelyn McNett, Staff Counselor, April, 1973.

"Problems and Potential of the SMI Package for the Mountain-Plains Program: Analysis of a Program Failure." Counseling Services Report #2. MPEEDP (IR-3-IV-004). John Sullivan, Staff Counselor; Carlotta Jore, Staff Counselor; and Rowan Conrad, Coordinator for Counseling Services, May, 1973.

Orientation Evaluation." Counseling Services Report #3. MPEEDP (IR-3-IV-041). Oris Doty, Community Instructor, June, 1973.

"Counseling Objectives and Measurement Criteria: An Operational Beginning." Counseling Services Report #4. MPEEDP (IR-3-IV-009). Rowan Conrad, Coordinator for Counseling Services, July, 1973.

"Survey of Group Counseling Materials and Techniques In Use: MPEEDP Counseling Program. Counseling Services Report #5. MPEEDP (IR-3-IV-043). James Lodge, Staff Counselor, August, 1973.

"Program and Plans - Community Development and Social Services." Counseling Services Report #6. MPEEDP (IR-3-IV-019). Charles Schank, Supervisor Community Development and Social Services, September, 1973.

"Analysis of Student Inventory." Counseling Services Report #7. MPEEDP (IR-3-IV-042). Donald P. Hoyt, Kansas State University, Consultant, July, 1973.

"Problems Encountered and Program Revision: Counseling." Counseling Services Report #8. MPEEDP (IR-3-IV-001). Rowan W. Conrad, Coordinator for Counseling Services, October, 1973.

"Departmental Programs, Plans, Achievements, and Projections." Counseling Services Report #9. MPEEDP (IR-3-IV-004). Rowan W. Conrad, Coordinator for Counseling Services, December, 1973.

"Comprehensive Overview of the Mountain-Plains Counseling Program." Counseling Services Report #10. MPEEDP (IR-4-IV-006). Rowan W. Conrad, Coordinator for Counseling Services, December, 1973.

"Personality Development and Employability in a Rural Disadvantaged Population." Counseling Services Report #11. MPEEDP (IR-4-IV-008). Rowan W. Conrad, Coordinator for Counseling Services, January, 1974.

"Self-Actualization in a Rural Disadvantaged Population: Level of Development and Program Utility." Counseling Services Report #12. MPEEDP (IR-4-IV-018). Rowan W. Conrad and S. Lynn McMahon, March, 1974.

"Frequency Distribution of Responses to Student Inventory, Form A." Counseling Services Report #13. MPEEDP (IR-4-IV-024). Mary Ann Roberts, March, 1974.

"Survey of Group Counseling Exercises and Techniques in Use." Counseling Services Report #14. MPEEDP (IR-4-IV-030). Roger Seeley, Staff Counselor, April, 1974.

"Effectiveness of the Minnesota Couples Communication Program in Developing Self and Other Acceptance in Spouse-Together and Spouse-Apart Group Settings." Counseling Services Report #15. MPEEDP (IR Not Yet Assigned). Herbert A. Schwager and Rowan W. Conrad, June, 1974.

"Counseling Objectives and Measurement Criteria." Roger Seeley, Supervisor of Counseling Services Department, July, 1974.

"Canonical Correlation Analysis of POI and 16PF Scales for a Rural Disadvantaged Population." Rowan W. Conrad, Affective Evaluation Specialist; and Robert M. Pollack, Testing and Measurement Specialist, July, 1974.

"Factor Analysis of POI Scale With an Adult Rural Disadvantaged Population." Rowan W. Conrad, Affective Evaluation Specialist; and Robert M. Pollack, Tests and Measurement Specialist, July, 1974.

"Factor Analysis of 16PF, Form E Scale Scores of Adult Rural Disadvantaged Students." Rowan W. Conrad, Affective Evaluation Specialist; and Robert M. Pollack, Tests and Measurement Specialist, September, 1974.

"Effects of a Group Counseling Model on Self-Concept and Related Variables with Adult Members of Disadvantaged Families." Alan C. Mayotte; and Rowan W. Conrad, Affective Evaluation Specialist, September, 1974.

"A Personality Development Interpretation of Employability and Disadvantaged Status with Remedial Implications." Rowan W. Conrad, Affective Evaluation Specialist, December, 1974.

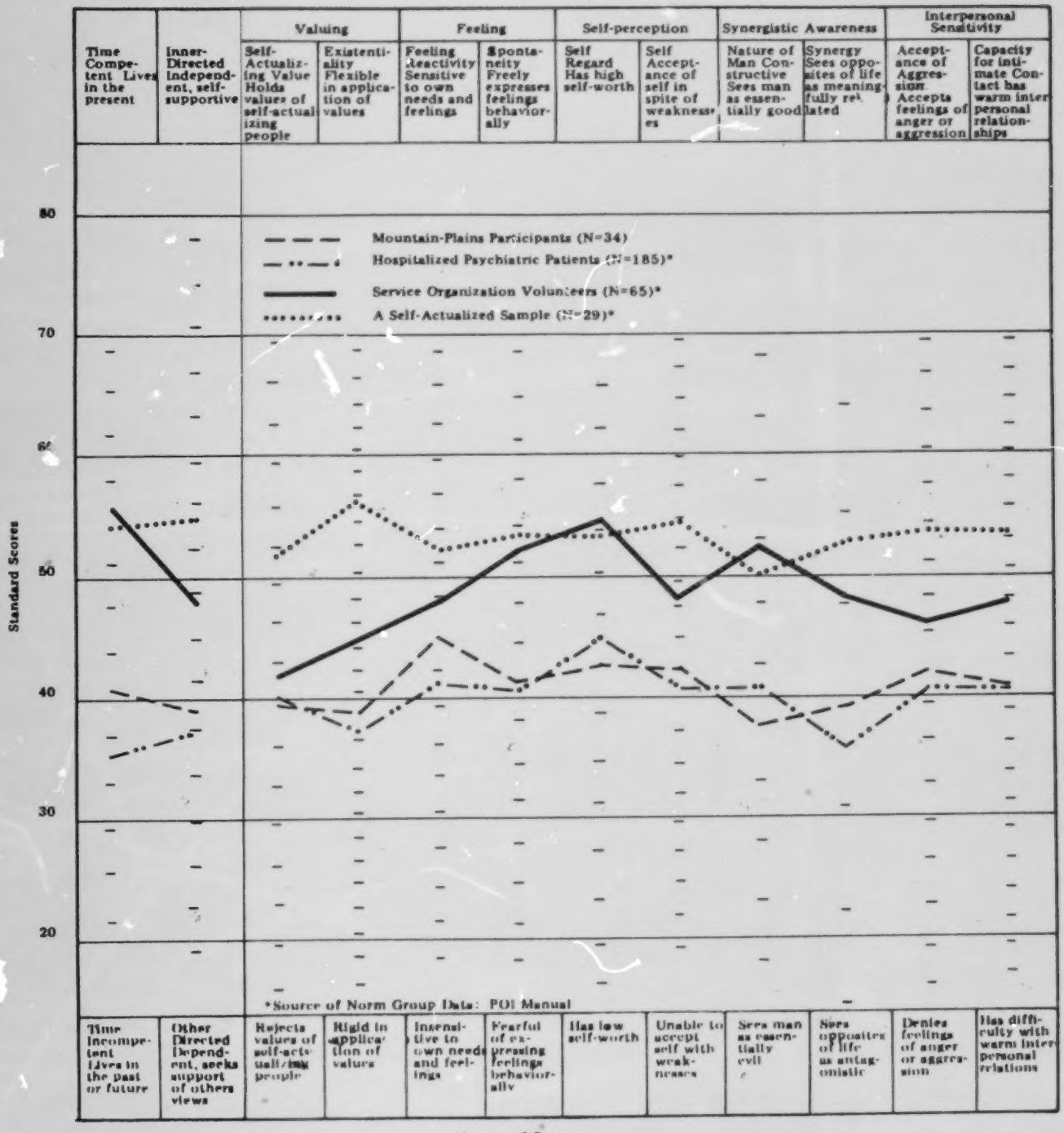
GENERAL REPORTS

"Psychological Characteristics of Non-Completers." Rowan W. Conrad, July, 1974.

"Educational Values of Adult Disadvantaged." Rowan W. Conrad, September, 1974.

"Indian Education: Applications and Limitations of the Mountain-Plains Family Career Education Model." Carlotta P. Jore and Rowan W. Conrad, March, 1975.

Personal Orientation Inventory Scales of Mountain-Plains Participants versus "Normal" and "Abnormal" Norm Groups


Time Competent Lives in the present
Inner-Directed Independent, self-supportive
Valuing
Self-Actualizing Value Holds values of self-actualizing people
Existentiality Flexible in application of values
Feeling
Feeling Reactivity Sensitive to own needs and feelings
Spontaneity Freely expresses feelings behaviorally
Self-perception
Self Regard Has high self-worth
Self Acceptance of self in spite of weaknesses
Synergistic Awareness
Nature of Man Constructive Sees man as essentially good
Synergy Sees opposites of life as meaningfully related
Interpersonal Sensitivity
Acceptance of Aggression Accepts feelings of anger or aggression
Capacity for intimate Contact has warm interpersonal relationships
Mountain-Plains Participants (N=34)
Hospitalized Psychiatric Patients (N=185)*
Service Organization Volunteers (N=65)*
A Self-Actualized Sample (N=29)*
Standard Scores
80
70
60
50
40
30
20
*Source of Norm Group Data: POI Manual
Time Incompetent Lives in the past or future
Other Directed Dependent, seeks support of others views
Rejects values of self-actualizing people
Rigid in application of values
Insensitive to own needs and feelings
Fearful of expressing feelings behaviorally
Has low self-worth
Unable to accept self with weaknesses
Sees man as essentially evil
Sees opposites of life as antagonistic
Denies feelings of anger or aggression
Has difficulty with warm interpersonal relations

Mountain-Plains Education & Economic Development Program, Inc.

STUDENT INVENTORY

Form I-B (Married Male)

This is not a "test". It is an inventory which gives you a chance to describe the types of situations which have caused you trouble in the past. By answering truthfully, you will improve the chances that Mountain-Plains counselors and programs can assist you. Because the questions ask you about your personal feelings and experience, your answers will be placed in a CONFIDENTIAL file. Only your counselor will know what you said; and counselors are not allowed to pass on confidential information to others.

Check the response (much, some, little, none) which best describes the amount of concern you have about each item in the inventory. These responses are explained more fully below:

Much = This is a major concern of mine. It would be a great relief if I could do away with this problem.

Some = This has been a fairly mild but regular concern of mine OR This has been a major concern but not on a regular basis.

Little = I am somewhat concerned about this, but it doesn't trouble me much. I can live with it even if it doesn't change.

None = I have no concern at all about this. It has bot been even a minor problem for me.

		AMOUNT OF TROUBLE EXPERIENCED			
	ITEM	MUCH	SOME	LITTLE	NONE
1.	Talking to people I don't know.				
2.	Finding some kind of work I like.				
3.	Finding my way around the base.				
4.	Knowing myself (what I think is right or important; what I am good at; my weaknesses)				
5.	Losing my temper with the boss.				
6.	My wife getting sick a lot.				
7.	Being able to trust my wife (and kids -- if you have any).				
8.	Feeling that I'm not smart enough to get a good job.				
9.	Having good self-control.				
10.	Taking part in group discussions.				
11.	Being able to get things done without being reminded by others (wife, boss, etc.)				
12.	Have a health condition that interferes with my work (employment, housework). 11				

ITEM	AMOUNT OF TROUBLE EXPERIENCED			
	MUCH	SOME	LITTLE	NONE
13. Spending too much money for drinking.				
14. Knowing what my strongest interests and abilities are.				
15. Feeling close and affectionate toward my wife.				
16. Getting my wife to do her duties (house cleaning, fixing meals, caring for kids).				
17. Finishing things that I start.				
18. Losing my temper with people who work with me.				
19. Feeling like I belong to some specific occupation.				
20. Letting people down who were counting on me.				
21. Knowing where to go to get things done.				
22. Having the boss not trust me.				
23. Being able to depend on my wife.				
24. Obtaining training which will give me a useful job skill.				
25. Being disappointed in myself.				
26. Being able to fill out a job application well.				
27. Finding some kind or work I can do well.				
28. Getting my wife to be pleasant to my friends.				
29. Feeling friendly toward those of races different from my own.				
30. Being a dependable person.				
31. Making friends.				
32. Having confidence in myself.				
33. Feeling like I am in control of my own life and fortune.				
34. Being afraid of appearing foolish or stupid in front of other people.				
35. Being able to obtain proper medical care for me or my family.				
36. Doing foolish things as a result of drinking.				
37. Knowing who can help when different problems arise.				
38. Feeling nervous, depressed or inferior.				
39. Getting my wife to be sensible in spending money.				
40. Knowing how to hold a job once I have it.				

12

ITEM	AMOUNT OF TROUBLE EXPERIENCED			
	MUCH	SOME	LITTLE	NONE
41. Being a good husband and father (disregard "father" if you have no kids).				
42. Being able to ask for help when I need it.				
43. Understanding how my wife feels about things.				
44. Making a good impression on people I need to impress.				
45. Drinking to forget about problems or wories.				
46. My kids getting sick a lot. (Omit if you have no kids.)				
47. Being able to understand how other people feel (even when I don't feel the same way myself).				
48. Planning so I can get everything done in a day that needs doing.				
49. Being disliked by people I work with.				

ADDITIONAL INFORMATION

50. Age _____

51. Do you consider yourself to be a member of an ethnic minority group?
__ No
__ Yes, Indian
__ Yes, Mexican-American
__ Yes, other specify

52. State: ____ Idaho ____ Montana ____ N. Dakota ____ S. Dakota ____ Wyoming ____ Nebraska

NOTE:

(The Student Inventory was developed specifically for the Mountain-Plains Program by Rowan W. Conrad in consultation with Donald P. Hoyt. It is not to be copied, reproduced, or otherwise used without the specific approval of Mountain-Plains AND the National Institute of Education.)

STUDENT INVENTORY

Form II-B (Married Female)

This is not a "test". It is an inventory which gives you a chance to describe the types of situations which have caused you trouble in the past. By answering truthfully, you will improve the chances that Mountain-Plains counselors and programs can assist you. Because the questions ask about your personal feelings and experience, your answers will be placed in a CONFIDENTIAL file. Only your counselor will know what you said; and counselors are not allowed to pass on confidential information to others.

Check the response (much, some, little, none) which best describes the amount of concern you have about each item in the inventory. These responses are explained more fully below:

Much = This is a major concern of mine. It would be a great relief if I could do away with this problem.

Some = This has been a fairly mild but regular concern of mine OR This has been a major concern but not on a regular basis.

Little = I am somewhat concerned about this, but it doesn't trouble me much. I can live with it even if it doesn't change.

None = I have no concern at all about this. It has not been even a minor problem for me.

	AMOUNT OF TROUBLE EXPERIENCED			
ITEM	MUCH	SOME	LITTLE	NONE
1. Talking to people I don't know.				
2. Finding a job that suits me.				
3. Finding my way around the base.				
4. Being a dependable person.				
5. Losing my temper with the boss.				
6. Getting sick a lot.				
7. Being able to "trust my husband" (If not married, answer for "trust a man".)				
8. Feeling that I'm not smart enough to get a good job.				
9. Feeling I have more problems than I can handle.				
10. Taking part in group discussions.				
11. Being able to get things done without being reminded by others (husband, boss, etc.)				
12. Have a health condition that interferes with my work (employment, housework). 14				

ITEM	AMOUNT OF TROUBLE EXPERIENCED			
	MUCH	SOME	LITTLE	NONE
13. Spending too much money for drinking.				
14. Finding my strongest interests and abilities.				
15. Sharing close and affectionate feelings with my husband.				
16. Planning my life rather than just drifting.				
17. Finishing things that I start.				
18. Losing my temper with people who work with me.				
19. Being able to please my husband.				
20. Letting people down who were counting on me.				
21. Knowing where to go to get things done.				
22. Having the boss not trust me.				
23. Being able to depend on my husband.				
24. Getting my husband to help around the house and with the kids (if any). (Omit if not married).				
25. Being disappointed in myself.				
26. Being able to fill out a job application well.				
27. Being able to trust my husband (if married) and kids (if any).				
28. Knowing what pleases or bothers my husband.				
29. Feeling friendly toward those of races different from my own.				
30. Being a dependable person.				
31. Making friends.				
32. Having confidence in myself.				
33. Feeling like I am in control of my own life and fortune.				
34. Being afraid of appearing foolish or stupid in front of other people.				
35. Being able to obtain proper medical care for me or my family.				
36. Doing foolish things as a result of drinking.				
37. Knowing who can help when different problems arise.				
38. Feeling nervous, depressed, or inferior.				
39. Being able to ask for help when I need it.				
40. Being able to understand how other people feel (even when I don't feel the same way).				

ITEM	AMOUNT OF TROUBLE EXPERIENCED			
	MUCH	SOME	LITTLE	NONE
41. Succeeding as a woman.				
42. Knowing how my husband will react to an idea or suggestion (omit if not married).				
43. Knowing about agencies or programs which could help me or my family.				
44. Making a good impression on people I need to impress.				
45. Drinking to forget about problems or worries.				
46. My kids getting sick a lot. (Omit if you have no kids.)				
47. Planning so I can get everything done in a day that needs doing.				
48. Doing things together as a family.				
49. Being disliked by other women.				

ADDITIONAL INFORMATION

51. Age _____

52. Do you consider yourself to be a member of an ethnic minority group?
__ No
__ Yes, Indian
__ Yes, Spanish/Mexican-American
__ Yes, other (specify)

53. State: ____ Idaho ____ Montana ____ N. Dakota ____ S. Dakota ____ Wyoming ____ Nebraska

NOTE:

(The Student Inventory was developed specifically for the Mountain-Plains Program by Rowan W. Conrad in consultation with Donald P. Hoyt. It is not to be copied, reproduced, or otherwise used without the specific approval of Mountain-Plains AND the National Institute of Education.)

Your Name:_____ Date:_____

COUNSELING EVALUATION INVENTORY

Counselor's Name:_____

Mountain-Plains' Counselors are always attempting to improve their counseling in order to provide a better service to you. To help them do this they need honest answers by you to the following questions. Please be honest in replying to the questions. Your name will be removed from the form before it is shown to your counselor.

	Always	Often	Some Times	Rarely	Never
1. I felt the counselor accepted me as an individual.					
2. I felt comfortable in my interviews with the counselor.					
3. The counselor acted as though he thought my concerns and problems were important to him.					
4. The counselor acted uncertain of himself.					
5. The counselor acted cold and distant.					
6. I felt at ease with the counselor.					
7. The counselor seemed restless while talking to me.					
8. In our talks, the counselor acted as if he were better than I.					
9. The counselor's comments helped me to see more clearly what I need to do to gain my objectives in life.					
10. I believe the counselor had a genuine desire to be of service to me.					
11. The counselor was awkward in starting our interviews.					

[17 Over]

	Always	Often	Some Times	Rarely	Never
12. I felt satisfied as a result of my talks with the counselor.					
13. The counselor was very patient.					
14. Other students could be helped by talking with this counselor.					
15. In opening our conversations, the counselor was relaxed and at ease.					
16. I trusted the counselor.					
17. The counselor insisted on being right always.					
18. The counselor gave the impression of "feeling at ease".					
19. The counselor acted as if he had a job to do and didn't care how he accomplished it.					

20. COMMENTS:

a) Please make any comments that you feel would be helpful to your counselor in improving his counseling:

b) What suggestion(s) would make for improving the counseling program?

Procedures

Following is a list and description of the counseling flow-through. It is divided into two parts: 1) the Developmental Counseling Process from the student's entry to exit, and 2) the Testing and Instrumentation Process. These processes occur with every arriving student.

1) Developmental Counseling Process

A) Orientation - Students arrive in the program Tuesday of every week. Prior to their arrival, a counselor is assigned to that particular group of families and will conduct orientation on that following Friday, then remains assigned to those families for at least the first six or seven weeks and perhaps throughout their stay in the program, dependent of their negotiated treatment. Orientation lasts approximately one hour and provides the student with a brief but complete overview of the Counseling program as well as their expected involvement. Their orientation also allows the student to get acquainted with their counselor, thus enabling the student to feel more comfortable if the need arises whereby individual contact is desired.

B) Initial Evaluation and Assessment - On Thursday and Friday afternoons of the students second week on center, the assigned counselor meets individually with each newly arrived student. This individual contact is to gain an initial evaluation and assessment of the family's immediate needs plus establish a rapport that will carry over to following contacts.

C) Initial Group Counseling Contact - On the third week of program enrollment, group contact begins with this particular group of studdents. The group is designed to help acclimate the students to the

program as well as to further assess and evaluate their personal developmental needs. This ongoing assessment is combined with the information gained through frequent contacts with the instructional staff. These group contacts last three or four weeks at one and one-half hours per week.

D) Final Evaluation and Neogtiation of Treatment - At the completion of the final group contact, the families are scheduled individually into counseling for the negotiation of treatment. Depending on the result of the negotiation, students are scheduled into any of several forms or techniques of counseling or given a preliminary validation if there is no need for personal development. At the completion of that particular treatment cycle, another negotiation process occurs or the student is then given preliminary validation.

E) Monitoring of Student Progress - Irregardless of the amount of counseling contact made, the student's progress is continually monitored with routine contacts being made throughout their involvement in the program.

F) Counseling Employability Report - Thirty days prior to program completion and upon notice from the Placement Officer, a Counseling Employability report is prepared. Student input is requested and received.

G) Counseling Exit Report - Within ten days of student program completion, a Counseling Exit Report is prepared. This is a composite of all counseling contact, hours, affective development, pre/post test comparison, and pre/post DET forms.

2) Testing and Instrumentation

A) Affective pre tests are administered during the first week of the student's enrollment. Testing Center administers the instruments (POI, 16PF, Student Inventory and Mooney Problem Checklist).

B) Testing Center obtains the raw scores prior to delivery to the Counseling Services Aide. The Counseling Aide computes the scaled scores and charts them on the Developmental Profile Form. The results are then distributed to the assigned counselor prior to the first individual evaluation session conducted during their second week of program enrollment.

C) Affective post tests are administered by the Testing Center during the student's final 30 days of programmatic involvement. The raw scores are computed by the center and then delivered to the Counseling Aide.

D) Counseling Aide computes scaled scores and records the data on the same Developmental Profile Form on which the pre-test data was recorded.

E) The completed forms are then distributed to the assigned counselor. The information contained therein is incorporated in the Counseling Exit Report.

Mountain-Plains Education & Economic Development Program, Inc.

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AUDIO-VIDEO RECORDING PERMISSION FORM
MOUNTAIN-PLAINS COUNSELING SERVICES DEPARTMENT

Counselors in the Mountain-Plains Counseling Services Department often make recordings of conferences between counselors and students. This is to assist the counselor in his understanding of the student's concerns, as well as to help him in expanding his competencies as a professional counselor. THESE RECORDINGS ARE CONFIDENTIAL. Should any recording be used as a source of research data, ALL IDENTIFYING STATEMENTS OF THE STUDENT WILL BE REMOVED SUCH THAT THE SOURCE OF THE DATA REMAINS ANONYMOUS.

Your signature below indicates your understanding of the above guidelines and gives your counselor permission to make audio-video recordings of your sessions with him.

_____ _____

Student's Signature Counselor's or Aide's Signature

Mountain-Plains Education & Economic Development Program, Inc.

Date_____

PROGRAM SELECTION FORM

_____ and _____ have selected Counseling Option _____. Please schedule them for this option on_____or as soon thereafter as possible. The family (DOES, DOES NOT) appear/report to have immediate counseling needs requiring attention during Core Curriculum.

A. Cognitive Cycle Together
B. Cognitive Cycle Apart
C. Weekly "1:1" Counseling Conjoint
D. Weekly "1:1" Counseling Individual
E. C plus D
F. Special Group (explain) _____

_____

_____

G. Special 1:1 (explain)_____

_____

_____

_____
Counselor Signature

TIME RECORDING FORM

APPENDIX D 3

INDIVIDUAL WIFE WITHOUT SPOUSE:

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	Sub Total	
Time (min.)																										
	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48		
Time (min.)																										

INDIVIDUAL HUSBAND WITHOUT SPOUSE:

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	Sub Total	
Time (min.)																										
	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48		
Time (min.)																										

CONJOINT SESSIONS:

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	Sub Total	
Time (min.)																										
	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48		
Time (min.)																										

GROUP WITH SPOUSE:

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	Sub Total	
Time (min.)																										
Group Code																										

GROUP WITH WIFE ONLY:

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	Sub Total	
Time (min.)																										
Group Code																										

GROUP WITH HUSBAND ONLY:

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	Sub Total	
Time (min.)																										
Group Code																										

Mountain-Plains Education & Economic Development Program, Inc.

COUNSELOR ASSIGNMENT AND TESTING FORM

STUDENT_____ CLOCK NO._____

SPOUSE_____

PERMANENT ADDRESS_____

_____

DATE OF ENTRY_____

PROJECTED DATE OF EXIT_____

PRE-INTAKE COUNSELOR_____ DATE_____

ASSIGNED COUNSELOR_____ DATE_____

COUNSELOR CHANGE TO_____ DATE_____

reason for change:_____

_____

COUNSELOR CHANGE TO_____ DATE_____

reason for change:_____

_____

TESTING COMPLETED	ENTRY		EXIT	
TEST	HOH	SPS	HOH	SPS
Student Problem Inventory (Form A or Form B)				
Mooney Problem Check List				
POI				
16PF (Form E)				
16PF (Form C)				

HOH= Head of Household
SPS = Spouse

DEVELOPMENTAL/EMPLOYABILITY TRAITS

APPENDIX D 5

Date _____

To: _____ _____ (student), majoring in _____ is scheduled for a plan/progress review. To facilitate this effort please return this form to the Registrar by _____.

Budget Hrs.

Sched. Hrs.

Attend. Hrs.

Please rate each trait by checking the most appropriate box below using the following key:

Very Satisfactory. The student is strong on this trait and further development in this area is not required.

Satisfactory. The student is strong enough in this area to gain and maintain employment in his/her chosen career. Added strength would be helpful but it is not essential.

Unsatisfactory. This is a weak point of the student and requires work. The student might be able to gain employment, but would probably not be able to maintain employment due to this weakness.

Very Unsatisfactory. Because of this problem, the student is unemployable. Improvement is essential.

Individual/Personal Traits*	Very Satis-factory	Satis-factory	Unsatis-factory	Very Unsatis-factory
Appearance				
Self-Concept				
Self-Confidence				
Motivation				
Directedness				
Alcohol Problems				
Self-Control				
Self-Knowledge				
Self-Acceptance				
Flexibility				

Work Traits *	Very Satis-factory	Satis-factory	Unsatis-factory	Very Unsatis-factory
Competence				
Industriousness				
Accuracy				
Responsibility (tasks)				

Relationship Traits *	Very Satis-factory	Satis-factory	Unsatis-factory	Very Unsatis-factory
Cooperation				
Courtesy				
Perseverance				
Social Contact				
Intimacy				
Marital Harmony				

Overall Traits*	Very Satis-factory	Satis-factory	Unsatis-factory	Very Unsatis-factory
Dependability/Reliability				
Responsibility (personal)				
Ambition				

Comments and Recommendations: _____

(*Traits defined on back)

THIS FORM FOR:

___ 6 Week Review
___ Referral - General Information
___ Referral - Immediate Attention
___ Incident Report

(1) File, (1) Counseling, (1) Career Guidance, (1) Occupational Area

_____
(Instructor Signature)

INDIVIDUAL/PERSONAL TRAITS

1. Appearance. Dress and grooming are appropriate to the career for which the student is preparing.
2. Self-Concept. The feeling that one is a worthwhile person.
3. Self-Confidence. The feeling that one has abilities and can reach realistically arrived at objectives by employing them.
4. Motivation. The student shows a desire to succeed in that he completes assigned tasks adequately without close supervision.
5. Directedness. The belief that one can through one's self-work, plan and influence the direction of one's own future.
6. Alcohol Problems. Alcohol is not abused and/or is not a detriment to job, personal, or family functioning.
7. Self-Control. The ability to appropriately express and channel one's feelings and impulses when inappropriate or instantaneous expression would impede achievement of long range/higher order goals/objectives.
8. Self-Knowledge. A felt understanding of one's own abilities, action, tendencies, aspirations and limitations.
9. Self-Acceptance. The ability to deal openly and honestly with one's strengths, weaknesses and abilities without overtones of egotism, self-pity, etc. In brief, accepting self-knowledge.
10. Flexibility. The ability to apply a root value or idea to a new situation that does not necessarily fit the usual verbatum statement of the value or idea. (An indicator is the absence of stubbornness or rigidity when confronted with resolution of apparent value of belief conflicts.)

WORK TRAITS

11. Competence. The student not only "passes tests" but applies knowledge in new and/or real life situations.
12. Industriousness. The student applies himself fully to his work with a minimum of unproductive time.
13. Accuracy. Work is completed properly by the student. It does not have to be redone because of errors.
14. Accepts Responsibility (tasks). The student accepts work assigned and does not avoid difficult or unwanted tasks.

RELATIONSHIP TRAITS

15. Cooperation. Works well with others, both co-workers and supervisors.
16. Courtesy. Shows concern and understanding for the rights and needs of others.
17. Perserverance. The student does not become discouraged when initial approaches to task completion fail.
18. Social Contact. The ability to interact with persons and institutions in ways that fulfill the individual's needs without harming other persons or impeding fulfillment of institutional roles.
19. Intimacy. The ability to have meaningful interpersonal relationships with family and friends.
20. Marital Harmony. The ability to function, interact and grow as a family group with: shared goals, affectionate understanding, trust and constructively managed conflict.

OVERALL TRAITS

21. Dependability/Reliability. The ability to consistently do that which is expected or required; particularly as regards work/classroom performance.
22. Responsibility (overall). Acceptance of the fact that one's condition/situation is invariably the direct result of one's own actions/responses. Absence of blaming others, blaming self in self-pitying fashion (as opposed to accepting responsibility and learning from a situation). Acceptance of responsibility implies increased self-directedness (as opposed to dependence for direction on others).
23. Ambition. A real desire to succeed in school and on the job.

Mountain-Plains Education & Economic Development Program, Inc.

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EXIT REPORT - Part I
Instrumented Data
(Revised, November 1, 1974)

1. NAME _____ HOH _____ SPOUSE _____

2. FAMILY NO. _____ STATE _____

3. COMPLETION: OCCUPATIONAL PREP _____ CORE CURRICULUM & SOME PREP _____
CORE CURRICULUM ONLY ____ NO COMPLETION _____

4. METHOD OF EXIT: COMPLETE _____ RESIGN _____ DESERT _____
ADMINISTRATIVE EXIT _____

5. PREPARATION AREA(S):

6. ENTRY DATE _____ EXIT DATE _____ WEEKS IN PROGRAM _____

___ EXIT REPORT

___ INTERIM REPORT AS OF _____ WEEKS

7. TIME IN COUNSELING

	SESSIONS		HOURS	
	With Spouse	Without Spouse	With Spouse	Without Spouse
a. Individual Therapeutic				
b. Individual Administrative				
c. Group, "Cognitive Cycle"				
d. Group, Other*				

e. Total time - individual (hours) _____

f. Total time - groups (hours) _____

g. Total time in counseling (hours) _____

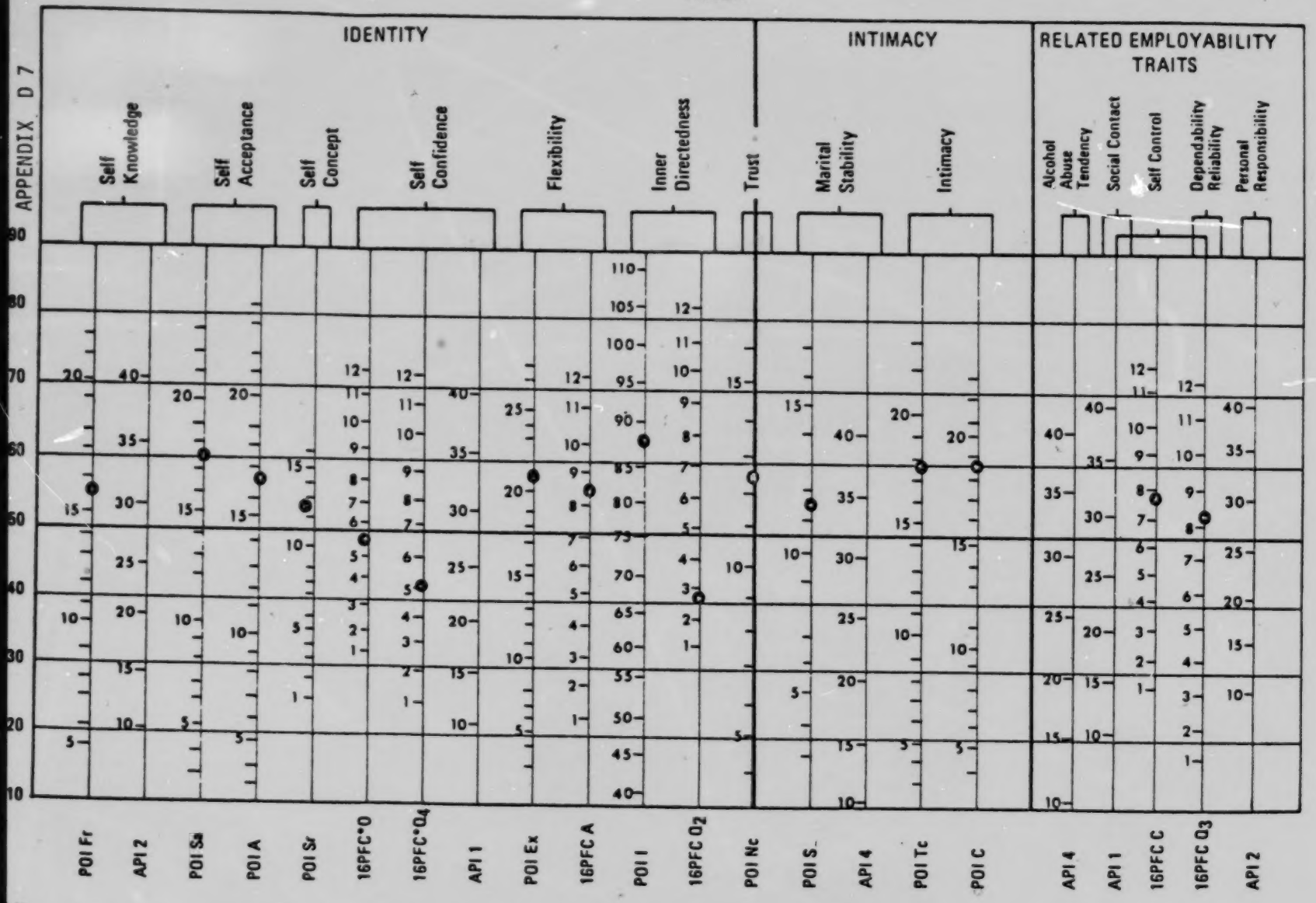
*Briefly explain type of group assignment(s) in this category:

8. COUNSELING COMPLETER Yes ____ No ____

If no, explain reasons:

APPENDIX D 7

DEVELOPMENTAL PROFILE FORM
MALE



Form Completed: _____
Complete Report Filed: _____

NAME: _____ 29

ENTRY DATE: _____

EXIT DATE: _____

(Revised November, 1974)

35

*LOW SCORE FAVORABLE

* ADULT NORM

COMMENTS:

36

FEMALE

IDENTITY												INTIMACY				RELATED EMPLOYABILITY TRAITS				
Self Knowledge	Self Acceptance	Self Concept	Self Confidence		Flexibility	Inner Directedness	Trust		Marital Stability	Intimacy		Alcohol Abuse Tendency	Social Contact	Self Control	Dependability Reliability	Personal Responsibility				
POI Fr	API 2	POI Sa	POI A	POI Sr	16PFC*O	16PFC*Q4	API 1	POI Ex	16PFC A	POI I	16PFC O_2	POI Nc	POI S	API 3	POI Te	POI C	API 4	API 1	16PFC C	16PFC O_3	API 2
Exit																					
Enter	37																				

*LOW SCORE FAVORABLE

*ADULT NORM

COMMENTS:

Form Completed: _____

Complete Report Filed: _____

(Revised November, 1974)

NAME: _____ 30

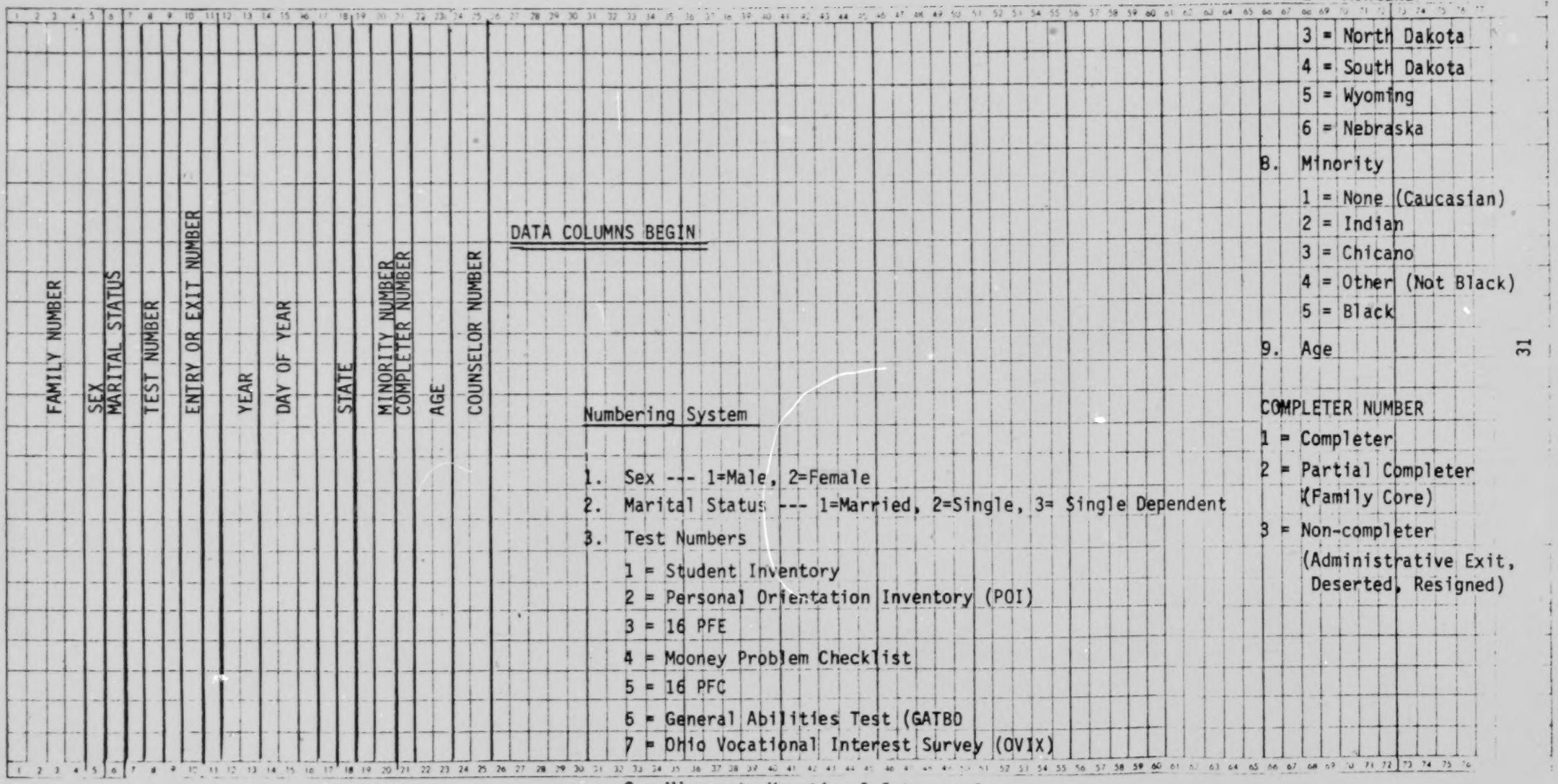
ENTRY DATE: _____

EXIT DATE: _____

38

APPENDIX D 8

CODING FORM



Numbering System

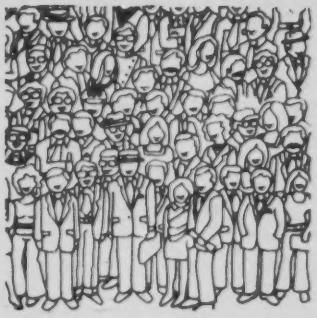
1. Sex --- 1=Male, 2=Female
2. Marital Status --- 1=Married, 2=Single, 3= Single Dependent
3. Test Numbers
   - 1 = Student Inventory
   - 2 = Personal Orientation Inventory (POI)
   - 3 = 16 PFE
   - 4 = Mooney Problem Checklist
   - 5 = 16 PFC
   - 6 = General Abilities Test (GATBO
   - 7 = Ohio Vocational Interest Survey (OVIX)
   - 8 = Minnesota Vocational Interest Inventory
   - 9 = Counselor Evaluation Inventory
4. E/E --- 1=Entry, 2=Exit, 3=Interim
5. Year
6. Day of Year (Jan. 1 = 01)
7. State Number
   - 1 = Idaho
   - 2 = Montana
   - 3 = North Dakota
   - 4 = South Dakota
   - 5 = Wyoming
   - 6 = Nebraska
8. Minority
   - 1 = None (Caucasian)
   - 2 = Indian
   - 3 = Chicano
   - 4 = Other (Not Black)
   - 5 = Black
9. Age

COMPLETER NUMBER

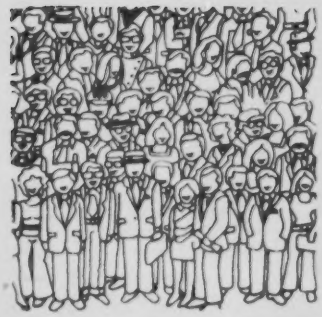
1 = Completer

2 = Partial Completer (Family Core)

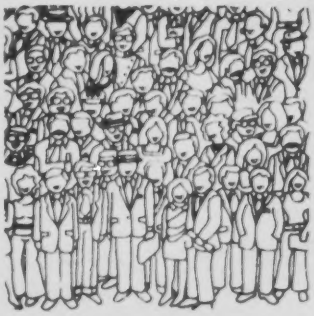
3 = Non-completer (Administrative Exit, Deserted, Resigned)

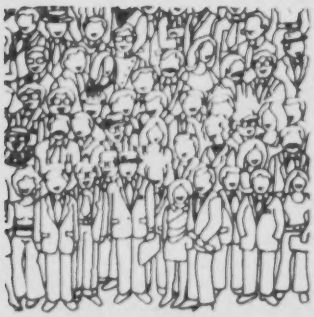


STUDENT SERVICES DIVISION



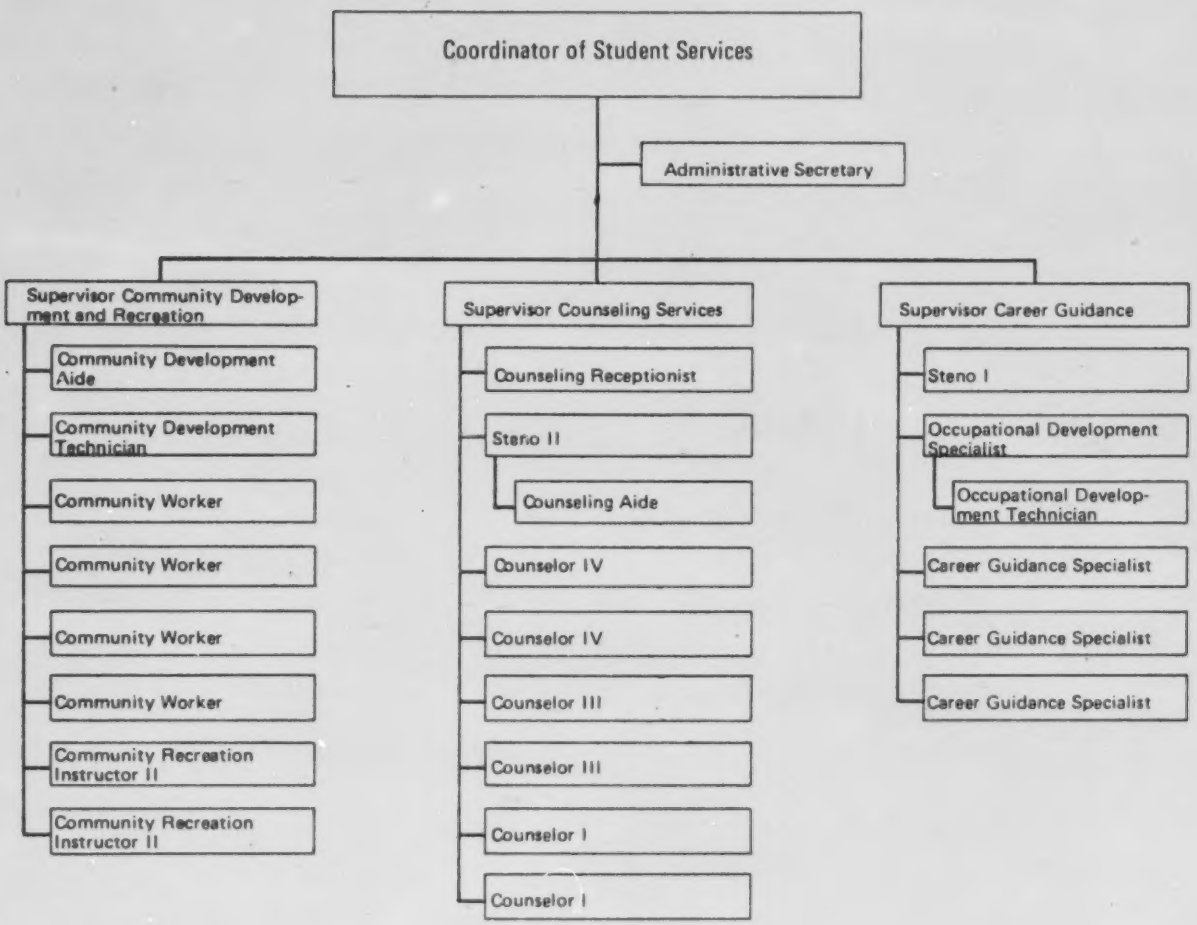
CAREER GUIDANCE COMPONENT





APPENDIX A 1

STUDENT SERVICES DIVISION STAFFING CHART



Career Guidance Specialist

Number of Positions	Job Title	Education and Experience
1	Supervisor	Ph.D. Vocational Psychology, four years experience
4	Career Guidance Specialist	Master of Arts: Counselor Education, 3½ years experience
	Career Guidance Specialist	Master of Arts: Guidance and Counseling, 2 years experience
	Career Guidance Specialist	Bachelor of Arts: Social Work Major; Psychology minor, 1 year experience
	Career Guidance Specialist	Bachelor of Arts: Psychology major, Education minor, 4 years experience in counseling
1	Department Secretary	2 years college: Business Management, 1½ years of experience
1	Career Guidance Aide	High School Diploma, 9 months of experience

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Name of Equipment	No. of Each	Price Each	Price Total
			APPENDIX A 3
Overhead Projector	1	147.26	147.26
Sony Video Camera	1	775.00	775.00
Sony Video Monitor	1	230.00	230.00
Sony Video Corder	1	1035.00	1035.00
Singer Graflex Messenger VII	1	246.50	246.50
"Working World" Workbooks	100	less 25%3.60	270.00
"Working World" Workbooks	100	1.60	120.00
Careers Unlimited Tapes/cassettes	14	4.90	68.60
COPS Self Scoring Booklets	100	LOT	20.50
COPS Self Interpreting Guide	100	LOT	12.50
Complete set, Occup. Reprints	1	20.00	20.00
Reprint Service Subscription	1	6.00	6.00
Briefs, Apprenticable Trades	1	18.75	18.75
Briefs, Auto Industry	1	9.75	9.75
Briefs, Business and Office Ed	1	17.50	17.50
Briefs, Distributive Ed.	1	19.00	19.00
Briefs, Health Occupations	1	13.00	13.00
Briefs, Outdoor occupations	1	16.50	16.50
Briefs, Service	1	19.25	19.25
Briefs, Social Service	1	20.25	20.25
Briefs, Hotel & Motel Occupation	1	7.00	7.00
3 ring binder	9	1.00	9.00
3 ring binder	7	2.00	14.00
Pencil ender stamps	5	4.35	21.75
World of Work Set II A/V	1	110.00	110.00
Auto Vance II Sound film projector	1	116.10	116.10
Graflex Automatic	1	77.68	77.68
820 Projector	3	150.00	450.00
Wollensak Cassette Recorder	1	279.95	279.95
Slide Projector	1	245.00	245.00
Cassette Recorder/Player	1	139.95	139.95
Omni-Directional Microphone	1	39.95	39.95
Auto Vance Study Mate	2	134.50	269.00
Sony A/C D/C Cassette	2	74.95	149.90
Rolodex File	1	10.95	10.95
Rolodex File	1	29.95	29.95
Library Tudor File	1	338.50	338.50
Sony Recorder TC-60-A	4	49.95	199.80
Recorder	1	315.00	315.00
Easel	1	34.00	34.00
Projection Screen	1	99.95	99.95
Singer Graflex Study Mate II	2	27.00	54.00
Wollensack Tape Recorder	1	319.00	319.00
Cassette/Filmstrip Set #5 #661	1	65.49	65.49
Cassette/Filmstrip Set #7 #668	1	65.49	65.49
Cassette/Filmstrip C-612 SATC		58.50	58.50
Cassette/Filmstrip Voc. Skills	1	175.00	175.00
Filmstrip storage unit	2	6.50	13.00
2" letters (red, yellow, green)	3	10.50	31.50
Occupational Briefs 3 volumes	1	82.50	82.50
Annual subscription to brief ser.	1	22.25	22.25
		Sub Total	6929.52

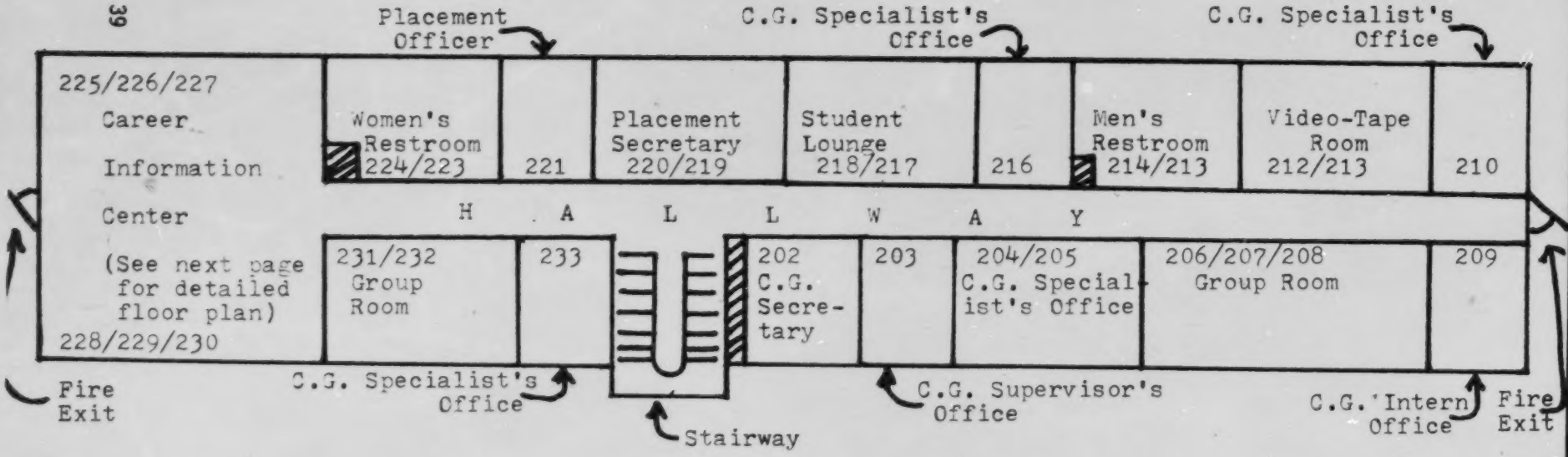
Name of Equipment	No. of Each	Price Each	Price Total
Conference Table	1	530.00	530.00
Cabinet, Storage	1	69.50	69.50
Cabinet, Storage	1	55.00	55.00
Electric Heater	1	17.50	17.50
Desk Organizer	6	12.95	77.70
Typist Copyholder	1	19.00	19.00
Golden Ivory Chalk	1	27.60	27.60
Legal Penda flex frames	2	17.10	34.20
Study Carrel	2	90.85	181.70
Learning Station (Carrel)	2	154.55	309.10
Fan Circulating	7	54.00	378.00
Electronic Calculator	6	89.95	539.70
Artco Bell Stack Chairs	24	10.10	243.60
Filing Cabinet 3 drawer	2	81.00	162.00
Chair Straight	14	39.00	546.00
2-seat unit	1	77.95	70.15
Straight chair w/arms	1	27.00	27.00
Straight chair	6	12.80	76.80
Straight chair w/arms	1	16.30	16.30
File Cabinet	1	80.00	80.00
Desk, executive	1	110.00	110.00
Desk Executive w/trim	1	117.00	117.00
Desk, Typist	1	79.00	79.00
Desk Executive	1	86.00	86.00
Desk, L-unit	1	88.00	88.00
L-unit attach	1	77.00	77.00
Desk, Typewriter	1	103.00	103.00
IBM Selectric Typewriter	1	440.00	440.00
Executive IBM Typewriter	1	565.00	565.00
3M Executive Reader Printer	1	488.25	488.25
Bulletin Board	1	14.75	14.75
Cork Bulletin Board	1	8.65	8.65
Electric Heater	1	14.95	14.95
Black board	2	28.00	56.00
Smoking stand	1	3.65	3.65
Seaton Folding Table	5	42.99	214.95
Seaton Folding Table	3	49.76	149.28
Round table	2	51.05	102.10
Kidney table	1	74.75	74.75
Round table	5	47.90	239.50
Kitchen table	1	30.00	30.00
Filing Cabinet, 2 drawer	2	34.00	68.00
Office table	1	38.50	38.50
Table 36x36	1	31.00	31.00
Trapezoid table	5	38.00	190.00
Folding table	1	64.00	64.00
Magazine rack	4	76.00	304.00
File Cabinet, Legal	3	63.00	189.00
Cabinet letter size	2	83.62	167.24
4 drawer file	1	62.88	62.88
paper trimmer	1	20.50	20.50
5 drawer file cabinet	1	114.85	114.85
Straight chair w/arms	5	18.00	90.00
Coffee table	1	32.95	29.65
Shelves	7	12.95	81.55

Name of Equipment	No. of Each	Price Each	Price Total
Artco Bell Stacking Chair	16	10.80	172.80
Bulletin Board Anodized Alum Frame	1	27.00	27.00
3 chair unit	1	1099.95	89.95
3 chair, one table	1	129.95	116.95
6 hat rack	2	11.40	22.80
Coat Tree	2	13.70	27.40
Rotex Labeler	1	13.95	13.95
Fan	1	19.00	19.00
Smith Double Face Shelves	1	192.20	192.20
Chair	1	19.00	19.00
Study Carrel	4	117.60	470.40
Desk, Executive	6	72.00	432.00
Bookcase section	16	9.60	153.60
Artco Bell stack chairs	8	10.10	80.80
Artco Bell stack chairs	21	9.45	198.45
Bookcase section	10	10.10	101.00
Bookcase base	11	5.50	60.50
Bookcase top	8	3.35	26.80
Chair rotary w/arms	2	23.70	47.40
Chair rotary typist	2	20.10	40.20
chair rotary w/arms	4	22.60	90.40
Chair rotary w/arms	2	28.00	56.00
Artco Bell stack chairs	7	8.45	59.15
Artco Bell stack chairs	6	13.70	82.20
Chair	10	10.73	107.30
Filing cabinet, letter	4	59.00	236.00
File cabinet, 2 drawer	3	49.95	149.85
Pegboard	10	16.25	162.50
Storage trays 80 column punch cards	3	10.50	31.50
Easy Reply letter	2	13.75	27.50
		Sub Total	11,288.45
		Grand Total	18,217.97

CAREER GUIDANCE FLOOR AREA

Room #	Floor Area - Square Feet
201-202	374
203	182
204-205	374
206-207-208	566
209	182
210	182
211-212	374
213-214	554
215	11
217-218	374
219-220	----
221	----
222	11
223-224	554
225-226-227	
228-229-230	1,261
	724
Total	5,905 Square Feet

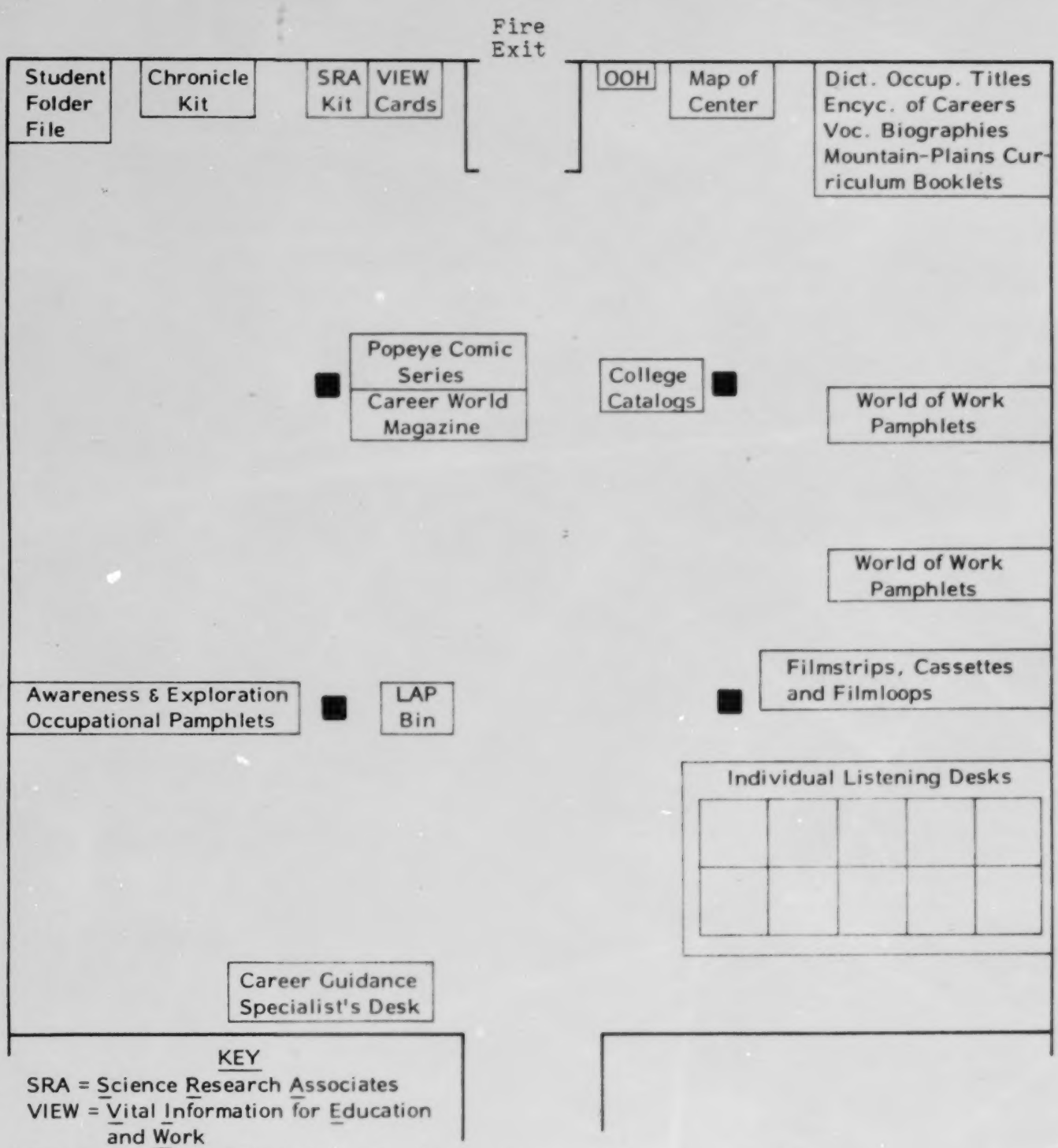
CAREER GUIDANCE
FLOOR PLAN



= Janitor Closet

APPENDIX A 5

MOUNTAIN-PLAINS CAREER INFORMATION CENTER



DEVELOPMENTAL/EMPLOYABILITY TRAITS
CAREER GUIDANCE AND COUNSELING

APPENDIX B

Date _____

To: _____ _____, majoring in
(student)
_____ is scheduled for a plan/progress review. To facilitate this effort please return this form to the Career Guidance Department by _____.

Please rate each trait by checking the most appropriate box below using the following key:

Very Satisfactory. The student is strong on this trait and further development in this area is not required.
Satisfactory. The student is strong enough in this area to gain and maintain employment in his/her chosen career. Added strength would be helpful but it is not essential.
Unsatisfactory. This is a weak point of the student and requires work. The student might be able to gain employment, but would probably not be able to maintain employment due to this weakness.
Very Unsatisfactory. Because of this problem, the student is unemployable. Improvement is essential.

Individual/Personal Traits*	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory
Appearance				
Self-Concept				
Self-Confidence				
Motivation				
Directedness				
Alcohol Problems				
Self-Control				
Self-Knowledge				
Self-Acceptance				

Work Traits *	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory
Competence				
Industriousness				
Accuracy				
Responsibility (tasks)				

Relationship Traits *	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory
Cooperation				
Courtesy				
Perseverance				
Social Contact				
Intimacy				
Marital Harmony				

Overall Traits*	Very Satisfactory	Satisfactory	Unsatisfactory	Very Unsatisfactory
Dependability/Reliability				
Responsibility (personal)				
Ambition				

Comments: _____

Please check (✓) one:

___1. The student is progressing in his/her program and does not require a six-week review.
___2. The student is not progressing in his/her program and does require a six-week review.

Incentive Leave - check (✓) one:

___1. The student is progressing satisfactorily and is to be considered for Incentive Leave.
___2. The student is not progressing satisfactorily and should not be considered for Incentive Leave.

(*Traits defined on back)

THIS FORM FOR:

___6 Week Review
___Referral - General Information
___Referral - Immediate Attention
___Incident Report

52

_____
(Instructor Signature)

Mountain-Plains Education & Economic Development Program, Inc.

POST OFFICE BOX 3078 · GLASGOW AFB, MONTANA 59231 · TEL: (406) 524-6221

CAIV FORM I, A

Guidance Counselor Introduction

_____ over the past couple of weeks you have
(student's name)
done a lot of work exploring different things that are important in picking a career. The main things that were talked about were interests, abilities, and values/needs. As a result of all this, I would like to know what you now feel are your strongest work interests, abilities and values. I want to know what you feel overall - not just based on tests, or discussions, or area explorations, etc., but your feeling now based on everything.

First let's do abilities.

1. What do you feel are your strongest abilities - the type of things you do best?
2. What do you feel are your weakest abilities - the things that are most difficult for you?

Along the same line, let's explore your current feeling about your interests.

3. What occupational areas are you most interested in?
4. What occupetional areas are you least interested in?

Now could you answer some similar questions about your work needs/values?

5. Which values do you feel are most important to you for your job and career?
6. Which values do you feel are least important?

CAIV FORM II, A

STUDENT _____ Report is for:

FAMILY NO. _____ ___ original career choice

MARITAL STATUS _____ AGE _____ SEX _____ ___ second career choice

___ third career choice

PERSON CONDUCTING INTERVIEW, _____
(Staff Member's Name)

ABILITIES, INTERESTS, AND VALUES REPORT FORM WORKSHEET

AREA	NO.	STUDENT RESPONSES*	TEST RESULTS*
1) Strongest Abilities	1.		
	2.		
	3.		
	4.		
	5.		
2) Weakest Abilities	1.		
	2.		
	3.		
	4.		
	5.		
3) Strongest Interests	1.		
	2.		
	3.		
	4.		
	5.		
4) Weakest Interests	1.		
	2.		
	3.		
	4.		
	5.		
5) Stongest Values/Needs	1.		
	2.		
	3.		
	4.		
	5.		
6) Weakest Values/Needs	1.		
	2.		
	3.		
	4.		
	5.		

*If more than five responses are given, use the back of the form.

CAIV FORM III, A

STUDENT NAME _____ Report is for:

FAMILY NO. _____ ___ original career choice

MARITAL STATUS _____ AGE _____ SEX _____ ___ second career choice

___ third career choice

FORM COMPLETED BY _____
(Staff Member's Name)

CAREER CHOICE RATINGS

I. CHOICE CONSISTENCY RATINGS

Area		Number Listed	Number Consistent	Ratio Consistent to Listed	CONSISTENCY QUARTILE (1) 0 – .25	(2) .26 – .50	(3) .51 – .75	(4) .76 – 1.00	CODE BOXES Hit Score	"3" Score
A. Abilities	+								1	10
	-								2	11
I. Interests	+								3	12
	-								4	13
V. Values	+								5	14
	-								6	15
CHOICE CONSISTENCY SCORE (A + I + V)							+		7	16
							-		8	17
							Mean Total		9	18

II. GUIDANCE SPECIALIST RATINGS OF CHOICE CONSISTENCY

Area	CONSISTENT Definitely (4)	CONSISTENT Mostly (3)	INCONSISTENT Mostly (2)	INCONSISTENT Definitely (1)	CODE BOX
A. Abilities					19
I. Interests					20
V. Values					21
CHOICE APPROPRIATENESS SCORE (A + I + V)					22

III. OVIS CONSISTENCY RATING (FROM OVIS PROFILE)_____

CODE BOX
23.

IV. CAREER GUIDANCE COUNSELOR'S PREDICTIVE EVALUATION OF CHOICE

In light of all of the objective and subjective information available to you, please rate the appropriateness of the student's career choice using the response definitions in the box (on the following page).

Very Appropriate.	This is an ideal choice for the student, couldn't be better.
Appropriate.	This is a good choice for the student, but some others might be better.
Accaptable.	This is a fair choice for the student, but some others would be better.
Inappropriate.	This is a bad choice for the student, most other choices would be better.
Very Inappropriate.	This is a terrible choice for the student, almost any other would be better.

A. Versus careers in the World of Work in general, the choice is:

CODE BOX 24

5. ___ Very Appropriate
4. ___ Appropriate
3. ___ Acceptable
2. ___ Inappropriate
1. ___ Very Inappropriate

B. Versus career areas offered at Mountain-Plains, the choice is:

CODE BOX 25

5. ___ Very Appropriate
4. ___ Appropriate
3. ___ Acceptable
2. ___ Inappropriate
1. ___ Very Inappropriate

V. WHICH OF THE FOLLOWING DO YOU FEEL DESCRIBE THE PROBABLE OUTCOME OF THE STUDENT'S MOUNTAIN-PLAINS EXPERIENCE (YOU MAY CHECK MORE THAN ONE RESPONSE BUT IF YOU DO SO RANK THE INDICATORS USING "1" FOR THE MOST DESCRIPTIVE, "2" FOR THE SECOND MOST, ETC.)

	CODE BOX
A. ____ Will complete with little or no difficulty.	26
B. ____ Will complete, but will have difficulty in the foundation education area.	27
C. ____ Will complete, but will experience difficulty in the personal/family area.	28
D.* ____ Will complete, but will experience difficulty in occupational preparation unrelated to B or C above.	29
E. ____ Will not complete due to difficulties experienced in foundation education.	30
F. ____ Will not complete due to difficulties experienced in personal/family area.	31
G.* ____ Will not complete because of difficulties experienced in occupational preparation unrelated to E or F above.	32
	33

*(see next page)

*Whenever this option is checked, explain the expected problem in the space below.

V. ADDITIONAL INFORMATION TO BE FILLED OUT ONLY IF THIS FORM IS FOR A SECOND OR THIRD CHOICE.

A. Has the Career remained within the previous career cluster?

CODE BOX 34.

2. ___ Yes
1. ___ No

B. Has the new choice moved the student basically:

CODE BOX 35.

3. ___ up the career ladder?
2. ___ to a similar ladder position in another cluster?
1. ___ down the career ladder?

C. How does this choice compare with the previous choice as regards test score information?

CODE BOX 36.

2. ___ more consistent with test scores
1. ___ less consistent with test scores

D. Elaborate your response to item VI - C above explaining in what areas the results are more or less consistent and adding any qualifiers you feel needed in light of the forced choice on the item.

CAIV FORM IV, A

STUDENT _____ This Form Is For:

STUDENT NO. _____ DATE _____ ___ original choice

SEX _____ MARITAL STATUS _____ ___ second choice

___ third choice

FORM COMPLETED BY _____
(Staff Member's Name)

Rating of Career Choice and Test Result Consistency

AREA	CONSISTENT		INCONSISTENT		CODE BOX
	Definitely (4)	Mostly (3)	Mostly (2)	Definitely (1)	
A. GATB Results – Consistent with career choice					37
I. OVIS Results – Consistent with career choice					38
V. MIQ Results – Consistent with career choice					39
TEST/CHOICE CONSISTENCY SCORE (A + I + V)					40

COMMENTS:

Mountain-Plains Education & Economic Development Program, Inc.

JOB INTERVIEW EVALUATION FORM

Name: _____ **Position Applying for:** _____

Date: _____ **Organization:** _____

Please rate each trait by checking (✓) the most appropriate box using the following key:

VS (Very Satisfactory) - The interviewee is very strong on this trait and made a favorable impression with the interviewer.

S (Satisfactory) - The interviewee is strong on this trait. Added strength would be helpful but not essential.

U (Unsatisfactory) - The interviewee is weak on this trait. This weakness deterred from the over-all interview. Added strength on this trait is needed.

VU (Very Unsatisfactory) - A definite weakness was observed on this trait. Improvement is essential.

Traits	VS	S	U	VU
GENERAL APPEARANCE				
Hair - length & style				
Fingernails - clean/trim				
Body Odor				
Breath				
Use of Make-up				
Beard - trimmed/clean shaven				
Posture				
Appropriateness of Dress				
CLOTHING				
Ironed				
Clean				
Shoes Shined				
Coordinated Colors				
VOICE QUALITY				
Tone				
Diction				
PUNCTUALITY				
Arrived for interview on time.				

Traits	VS	S	U	VU
EYE CONTACT				
Maintained eye contact with interviewer.				
SELF EXPRESSION				
Easily Understood				
Ability to convey ideas.				
Expressed thoughts and feelings.				
Appeared responsible, mature & dependable.				
SELF CONFIDENCE				
Belief in abilities and skills.				
Demonstrated composure and poise.				
COURTESY				
Well mannered				
Considerate				
Respectful				
JOB KNOWLEDGE				
Knowledge of technical skills.				
Knowledge of applied skills.				

Strong Points: _____

_____

_____

_____

Needs improvement in: _____

_____

_____

_____

Comments: _____

_____

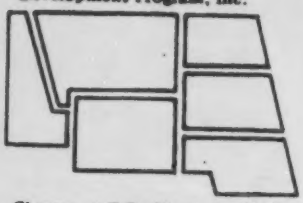
_____

_____

_____ / _____ / _____

Student Date Interviewer

Mountain-Plains Education & Economic Development Program, Inc.



Glasgow A.F.B., Montana 59231

File Code: 46.01.01.01.A2-4

Date Published: 11/12/74

Group Activity Package

Student: _____

Date: _____

TITLE: Introduction to Career Guidance

OBJECTIVE:

Identify the purposes and goals of Career Guidance.

EVALUATION PROCEDURE:

A cognitive test will be administered upon the completion of this course.

RESOURCES:

Study Guide

PROCEDURE:

1. Your Career Guidance Specialist will explain the purpose and goals of the Career Guidance Deparment in a group discussion.

Principal Author(s): D. Manley

Study Guide

GAP: INTRODUCTION TO CAREER GUIDANCE

I. Goals of Career Guidance

A. To understand the multitude of factors related to choosing a career.
B. To gain knowledge about yourself and the relationship between your needs, abilities, interests, attitudes, and the world of work.
C. To understand your role as a worker in a technological society.
D. To understand the information and skills required to achieve satisfaction in your work.

II. Purpose of Career Guidance

A. Career Planning

1. Selection of a Career Goal
2. Selection of initial occupation

B. Career Decision Making

1. Information about yourself

a. Use of tests

1. General Aptitude Test Battery
2. Minnesota Importance Questionnaire
3. Ohio Vocational Interest Survey

b. Relationship of tests and self-understanding
c. Group guidance activities
d. Individual guidance

2. Information about the World of Work

a. Resources

1. Learning Activity Packages
2. Career Information Center Resources

a. Textbooks and pamphlets
b. Audio/Visual aids
c. VIEW cards

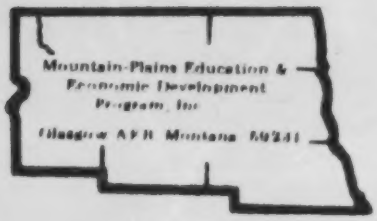
C. Exploration and Pretesting

1. Purpose of exploration
2. Procedure for pretesting

APPENDIX E 2.

File Code: 46.01.01.02.A2-0

Date Published: 11/12/74



Learning Activity Package

Student: _____

Date: _____

PERFORMANCE ACTIVITY: Orientation to the Resources in the Career Information Center

OBJECTIVE:

List, identify and explain the resources in the Career Information Center.

EVALUATION PROCEDURE:

Fill out attached worksheet and discuss with Career Guidance Specialist. A cognitive test will be administered upon completion of the course.

RESOURCES:

Staff-prepared LAP.
Science Research Associates, Occupational Exploration Kit, Chicago, Illinois, 1971.
Dictionary of Occupational Titles, Vol. I and II, U.S. Department of Labor, Bureau of Employment Security, U.S. Government Printing Office, Washington, D.C., 1965.
Occupational Outlook Handbook, U.S. Department of Labor, Bureau of Labor Statistics, U.S. Government Printing Office, Washington, D.C., 1974.
Chronicle Guidance Publications, Inc., Morovia, New York, 1971.
Vital Information for Education and Work, Montana, Wyoming, Indiana, Pennsylvania, Iowa, Los Angeles, San Diego.

PROCEDURE:

1. Read the attached information sheet.
2. Complete the required exercises.
3. Show the completed worksheet to your Career Guidance Specialist for evaluation and discussion.

Principal Author(s): D. Manley, J. Currie [51]

For your ease and convenience all information in the Career Information Center (CIC) has been color coded. Color coding is used for all six basic instructional areas offered by Mountain-Plains and will appear as a color strip attached to various pamphlets, books, and other materials that you will be using. Since the Color Coding will be your main guide to locating material that will help you to investigate career information, it is important that you have a thorough understanding of its use.

The following is the Color Code key:

Area	Color
Office Education	Red
Lodging Services	Black
Marketing & Tourism	Yellow
Food Services	Gold
Building Trades	Blue
Mobility & Transportation	Green
All other occupations	Purple

For example, if you need information for a Clerk-Typist position, which is within the Office Education cluster, look for information with a RED tape on the front page or cover.

After you have read this LAP and have selected the occupational clusters that interest you, ask your Career Guidance Specialist for the Career Information Center Index. This index is a listing of references for investigating specific occupational areas at Mountain-Plains. The occupations are grouped according to

Occupational Clusters and have sources of information listed below the occupational title. If the information is a book or magazine, the volume and page number will appear behind the source of information. The identification number will be given for filmstrip, filmloops, and cassettes. If the source is a VIEW card, the different states will be abbreviated following the word "VIEW". This means there is a card in the file box for the particular state that corresponds to the occupational title.

The following is an example of the CIC Index for a Keypunch Operator:

213.582 Keypunch Operator Red WTG No. 23

DOT Vol. II, Page 398

OOH 74, Page 107

Chronicle, Page 213

SRA, Page 276

VIEW MT, WY, IND, LACA, SDCA, IOWA

Career World, Vol. 2, No. 5, Page 6

How About Being a Keypunch Operator? 3.11F

What are some of those sources? (Use the map attached at the end of this LAP to locate these sources.

1. Dictionary of Occupational Titles (DOT) is a two volume set of books. Volume I has a dark green binding and Volume II is black. Volume I contains over 35,000 job titles and descriptions listed in alphabetical order.
2. Occupational Outlook Handbook (OOH) contains titles, descriptions, employment opportunities, salary ranges, etc., for hundreds of jobs.

3. The Science Research Associates (SRA Kit) contains information describing 400 different occupations. Included in each of these briefs are the title, employment outlook, salaries, and qualifications or requirements for each of these occupations.

4. The Reader-Printer looks similar to a TV set and will hold one IBM card that contains microfiche. The IBM card or VIEW card when placed in the viewer casts an enlargement of the microfiche on the viewer screen.

5. The Chronicle Kit contains an index which lists hundreds of occupations in alphabetical order. To the right of each occupation is a three digit code number, e.g. 832. Examine the numbered tabs on the right hand side of the file drawer until you find the matching digit code number and the corresponding occupational brief.

6. The Audio Visual materials are color coded by occupational area or cluster. To use this information look in the red notebook for the occupational area that you want to investigate. The red notebook number will correspond with the identification number on the filmstrip, filmloop and/or cassette. If the filmstrip container has a number 3.4F-C, the filmstrip may be found on the shelf marked by a three (3). The 4 is the fourth filmstrip in the 3. section. The "F" means a filmstrip and the "C" means a cassette accompanies the filmstrip. A filmstrip marked 3.4 indicates a filmstrip only. Your Career Guidance Specialist will assist you in loading and unloading the cassette players, filmloop and filmstrip machines.

7. Career Pamphlets contain updated information on specific careers available at Mountain Plains.

8. Other resources are marked by a sign that reads "Miscellaneous Information". This section contains a wide selection of occupations that may interest you. However, you should be aware that many of these occupations are not offered at Mountain-Plains.

If you have any questions as to where the books, filmstrips, or other sources of information are located, look at the map of the Center attached to this LAP.

GOALS	OBJECTIVE	CRITERIA	COMPONENT	THEORY	INSTRUMENT
1. Awareness of the multitude of factors to be considered in the selection of a career.	1. Identify the purpose and goals of Career Guidance. 2. List, identify, and explain the resources in the Career Information Center. 3. Identify the information required for career planning. 4. Identify the major steps in making a career decision	1. 80% on cognitive test. 2. 80% on cognitive 3. 80% on cognitive test. 4. 80% on cognitive test.	Awareness Awareness Awareness Awareness	Growth Stages	Career Maturity Index
2. Develop self awareness in the area of aptitudes, values, and interests.	1. Identify vocational interests and their relationship to selecting a career.	1. Select the four highest interest clusters as reported by the OVIS 2. Identify specific occupations found within the high occupational clusters as reported by the OVIS.	Awareness Awareness	Growth Stage	Ohio Vocational Interest Survey, Career Abilities Interest and Values Form (CAIV) (Appendix H)
	2. Identify vocational needs/values and their relationship to selecting a career.	1. List five needs/values of highest importance as reported by MIQ. 2. List five needs of lowest importance as reported by the MIQ. 3. List five occupations which will satisfy your needs as reported by the MIQ.	Awareness Awareness Awareness		Minnesota Importance Questionnaire and CAIV
	3 Identify your aptitudes and their relationship to selecting a career.	1. Identify your strong aptitudes as reported by the GATB. 2. Identify your weak aptitudes as reported by the GATB.	Awareness Awareness		General Aptitude Test Battery and CAIV

TABLE I (con't)

GOALS	OBJECTIVE	CRITERIA	COMPONENT	THEORY	INSTRUMENT
		3. Identify those occupational aptitude patterns that match well with your aptitudes	Awareness		
	4. Analyze your needs/values, interests and aptitudes and their relationship to selecting a career.	1. List those occupations in which you have ability and interest	Awareness		General Aptitude Test Battery, Ohio Vocational Interest Survey, Minnesota Importance Questionnaire
		2. List those occupations which will meet your needs/values, abilities and interests.	Awareness		
3. Awareness of career preparation opportunities offered at Mountain-Plains.	1. Identify the Mountain-Plains instructional areas and specific occupations related to each program.	1. List six instructional areas offered at Mountain Plains	Awareness		
		2. Match selected occupations with instructional areas.			
		3. 80% on cognitive test.			
4 Explore and understand career opportunities and requirements.	1. List major duties of your selected career.	1. List five major duties of your selected career.	Exploration	Exploration Stage	
		2. List duties, which would be enjoyable.			
		3. List duties which would be unenjoyable.			
	2. Identify the training requirements of your selected career.	1 List four general training requirements of your career.	Exploration		
		2. Describe how to obtain training for your selected career.			
		3. Check the type of training required for your selected career.			

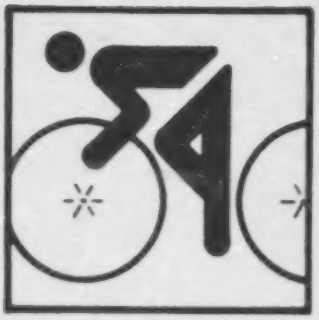
GOALS	OBJECTIVE	CRITERIA	COMPONENT	THEORY	INSTRUMENT
	3. Analyze the employment and working conditions of your selected career.	1. Indicates a preference for employment setting, and working hours for your selected career. 2. List three types of employee benefits for your selected career.	Exploration		
	4. Identify the physical demands of your selected career	1. Identify ten physical requirements for your selected career 2. List physical limitations which may affect your selected career	Exploration		
	5. Analyze the employment opportunities of your selected career.	1. Describe the employment opportunities of your selected career. 2. List two factors which may change the demand for your selected career	Exploration		
	6. List the average salary of your selected career.	1. List the salary range for your selected career. 2. List the average salary of your selected career. 3. Examine your personal and family needs in relation to the salary to be provided by your selected career	Exploration		

GOALS	OBJECTIVE	CRITERIA	COMPONENT	THEORY	INSTRUMENT
	7. List the course requirements for your career selected at Mountain-Plains	1. List all course units for your selected career. 2. List Math level requirements for your selected career 3. List Communication level requirements for your selected career. 4. List time period required to complete training of your selected career.	Exploration		
	8. Select a Career	1. The student will select a career available at Mountain-Plains	Exploration		
9 The student will demonstrate those behaviors and skills desired to obtain and and maintain employment	1. List technique involved in selling your knowledge skills & experience to a prospective employer.	1 List the first step require in merchandising your talent 2. List nine items to consider when preparing an inventory chart 3 List two sources to be used for finding employment 4 List three situations in which a letter of application is necessary. 5. List six guidelines to follow when writing a letter of application	World of Work	Establishment Stage	

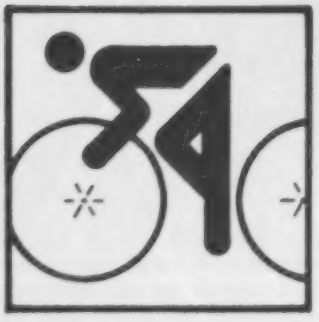
TABLE I (Con't)

GOALS	OBJECTIVE	CRITERIA	COMPONENT	THEORY	INSTRUMENT
		6. List eight sources of job information. 7. List two suggestions which will assist you in your job search 8. Analyze techniques required for a successful job interview. 9. 80% of cognitive test.			
	2. Prepare a neatly typed, readable resume' which will be used for job placement.	1. List personal data. 2. List date of availability 3. List employment objectives. 4. List education and training 5 List previous employment. 6. List military experience if applicable. 7. List present interests and activities. 8 List references.	World of Work		
	3. Prepare a Personal Records Booklet to be used for employment applications.	1. List personal and family history. 2. List references. 3. List education 4 List employment history.	World of Work		
	4. Complete a job application form	1 List personal history. (This form will be of such quality as to be acceptable to a prospective employee for use in the role-playing interview.)	World of Work		

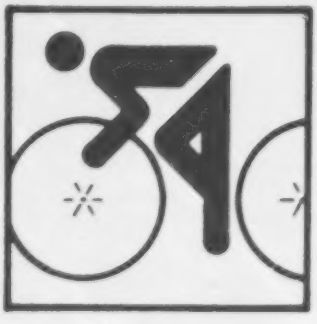
GOALS	OBJECTIVE	CRITERIA	COMPONENT	THEORY	INSTRUMENT
		2. List previous employment. 3. List educational preparation. 4. List personal references.			
	5. Analyze the importance of personal appearance and grooming for job interviews.	1. Satisfactory rating on the dress and grooming section of the Job Interview Evaluation Form	World of Work		Job Interview Evaluation Form
	6. Answer questions and exhibit behaviors desired for a successful job interview.	1. Satisfactory rating on all scales of the job interview evaluation form.	World of Work		Job Interview Evaluation Form (Appendix I)
	7. Demonstrate those performance, conformance and dependability behaviors desired to maintain employment.	1. Satisfactory evaluation by career guidance and instructional staff.	World of Work		Minnesota Satisfactoriness Scale, Responsibility Index

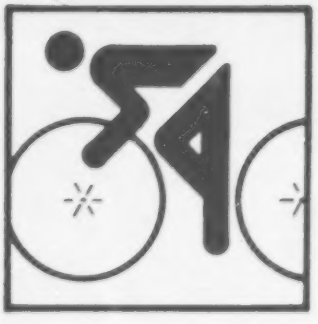


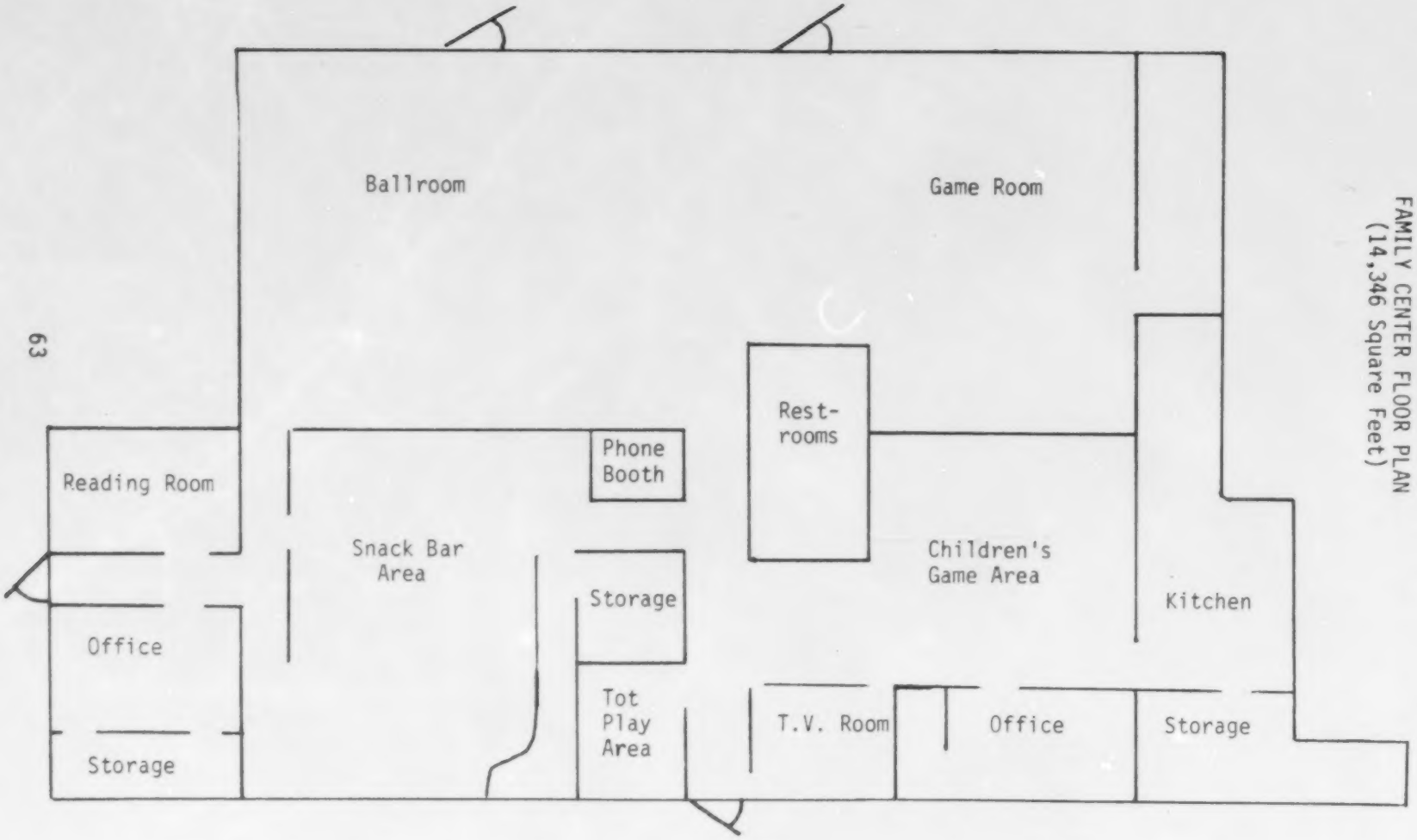
STUDENT SERVICES DIVISION



COMMUNITY DEVELOPMENT AND RECREATION COMPONENT







FAMILY CENTER FLOOR PLAN
(14,346 Square Feet)

APPENDIX A 1

COMMUNITY DEVELOPMENT OFFICE
FLOOR PLAN (2,445 sq. ft.)

APPENDIX A 2

GOALS AND PROCESSES

COMMUNITY DEVELOPMENT PROGRAM

GOALS

Community Development

Socialization with regard to extent and kind of community participation for those who are involved in programs.

1. Students will participate in various kinds of volunteer organizations that are identical with or similar to those found in local communities. They will gain in terms of organizational and human relation skills via their participation, as well as gain more understanding of, and positive attitude toward the concept of community.

2. Students in leadership positions will receive training in leadership to include:
   a. Understanding of and demonstrated competence in group leadership.
   b. Knowledge of and ability to use parliamentary procedure.
   c. Working acquaintance with community action process.

3. Students who, in the opinion of C.D. staff, demonstrate an interest and who successfully complete leadership training will have the opportunity to participate in an advanced course of study on local community and county social structures in rural areas, the nature and problems of volunteer associations and how to form them and communication networks as the key to community social participation.

Community Recreation

Socialization in terms of exploration of new recreational opportunities and learning skills.

1. Students will understand and explore recreational opportunities available at Mountain-Plains and in base recreation program and facilities.

2. Students who enroll in classes will learn specific individual and home and family recreational skills which they can take with them and apply.

3. The Family Center will be utilized as a community recreational, cultural and social center.

4. Recreational opportunities will be provided to school-age children during school vacations.

Orientation and Logistics

Assistance in understanding and negotiating the Mountain-Plains program.

1. Students will be assisted in making initial adjustments to the program and community via the orientation program.

2. Families will be offered support and encouragement and, if needed, referral to resources for specific, identifiable problems.

3. Transportation will be provided to students accordirg to prescribed priorities of need and service.

4. Students will be assisted in preparing for exit through an exit orientation.

5. Students will be aassisted with exit arrangements.

6. Liaison and certain direct services will be provided with reference to certain housing needs.

7. Periodic inspections of MCP housing area, especially maintenance of grounds and encouragement of community beautification.

8. In service training and staff growth opportunities.

Rationale

Literature[1] indicates that disadvantaged people have a patterned lack of participation in important aspects of the wider society, while, at the same time, have a more than ordinary participation in others like the law enforcement-judicial institution and welfare systems. Since the latter are considered undersirable forms of social participation, the task is to strengthen ties to the institutions embodying important social values.

A relationship which should be tested and which forms part of our rationale is that social participation is related positively to personal self-esteem.

Further, to work in the United States is to work in organized life. To gain positive organizational experience and enhance human relations skills will, we believe, contribute to successful employment.

Also, much community work is unpaid and dependent on volunteer efforts. Therefore, as a result of community development efforts, our students are expected to make a contribution to a more vital community life in the areas where they relocate.

[1]Valentine, Charles A. Culture and Poverty, (Chicago: University of Chicago Press, 1968), p. 130

PROCESSES

Community Development

Initiating and/or developing certain aspects of community life, especially those relating to social participation as a locally relevant community function.[2]

1. Develop volunteer association/groups and socialize people in terms of the role of citizen-volunteer. The social participation taxonomy is as follows:

   a. Economic and social groups
      e.g. Junior Chamber of Commerce
   b. Government Group and Planning Groups
      e.g. Mowinds
      e.g. Political Party Groups
      e.g. County Government Day
   c. Educational Groups
      e.g. School Volunteers
   d. Recreation Groups
      e.g. Varies and relates to Family Center, Base recreation
   e. Religious Groups
      e.g. Bible study (not sponsored)
      e.g. Chapel, etc. (various support functions)
   f. Cultural Groups
      e.g. Indian Club
      e.g. Spanish Class
      e.g. Art Club
      e.g. Drama Club
   g. Groups for children and youth
      e.g. Teens Club
      e.g. 4-H Club
   h. Safety and Health including Mental Health
      e.g. Mowinds Committee
      e.g. Pleasingly Plump Club
      e.g. Big Brother/Big Sister
   i. Interpersonal Relations Groups
      e.g. Mowinds
      e.g. Interracial Understanding Efforts
      e.g. Indian Club

[2] Warren, R. L., The Community In America, 2nd edition, (Chicago: Rand McNally and Co., 1972).

Community is defined as "that combination of system and units which perform the major functions having locality relevance". "There are five major functions: production-distribution-consumption, socialization, social control, social participation and mutual support." We are

concerned with social participation function most of which is volunteer effort. Warren's taxonomy provides a useful way to group social participation functions and we have adapted it.

2. Leadership Development
Provide leadership education for elected student representatives:
   a. Student will learn to lead by becoming involved in a leadership role in a group or association.
      e.g. Mowinds leader
      e.g. Student manager at Family Center
      e.g. Rocket Club
      e.g. Singles Club
   b. Student leaders in the Student Government will learn techniques of group leadership and decision making, parlimentary procedures, and community action process.
   c. Student leaders, excluding those serving as leaders of the Student Government, will be trained in process skills in organization development:
      1. Recognition of leadership styles
      2. Roles
      3. Human relation skills
      4. Characteristics of a volunteer organization
      5. Goal Setting
      6. Task orientation for problem solving
      7. Channels of communication

3. Advanced leadership class--specific advanced instruction in community and organization theory, human relation skills, social structure and community action process offered to certain students who complete Leadership Development.

Community Recreation

1. Understanding and exploring recreational opportunities.
   a. Incoming students will be oriented to Mountain-Plains and base recreation facilities and programs.
      e.g. Via orientation program presentation and base tour.
      e.g. Via Recreation Handbook
      e.g. Staff contacting students individually and cultivating conversations concerning their interests.
      e.g. Staff presentations at MOWINDS council and neighborhood groups.
      e.g. Status Quo recreational supplement.
   b. Students will have exposure to opportunities during length of stay at Mountain-Plains.
      e.g. Planned informal, individual contact by recreational staff.
      e.g. Various offerings at Family Center on periodic basis.
      e.g. Base newspaper and Status Quo supplement.

e.g. Presentations at MOWINDS council and neighborhood groups.
e.g. Recreational Handbook and Student Handbook.
e.g. Base recreational announcements.
e.g. Displays in Family Center.

c. Staff will interact directly with other base recreation programs and with Base Recreation Committee to assure fullest possible participation of students in base programs.
e.g. Skating rink.
e.g. Ceramics Shop.
e.g. Auto-Hobby Shop.

2. Skill training opportunities
a. Staff will conduct formal classes or workshops in specific recreational skills.
e.g. Golf
e.g. Aerobics
e.g. Outdoor Sports (Hunting)
e.g. Tennis
e.g. Nature Walks
e.g. Winter Survival Skills
b. Staff will recruit volunteers who have unique talents or special competencies to be shared in recreational activities and leisure time recreational skills.
e.g. Candle making
e.g. Agate and jewelry making
e.g. Beading
e.g. Leathercraft
e.g. Dancing
e.g. Musical Instruments

3. Family Center
a. Family Center will be used as a gathering place for students to engage in social interaction.
e.g. Social dinners and awards.
e.g. Snack bar.
e.g. Open houses.
e.g. Meetings with visitors, officials, special guests.
b. Family Center will be used as a culture and civic center.
e.g. Art Murals
e.g. Art Displays
e.g. Community Forum
e.g. Christmas Play and Program
e.g. Newspaper for 6 State Area
e.g. Magazine Room
e.g. Music Listening
e.g. Piped Music
e.g. MOWINDS Council Meeting

c. Family Center will be used for recreational events, activities, and groups.
   e.g. Pool Tournament
   e.g. TV Room
   e.g. Rocket Club
   e.g. Movies

4. Recreational opportunities for school-age children.
   a. During school vacation
      e.g. Christmas vacation program
      e.g. Summer enrichment program
      e.g. Subsidy and recruitment for Pines Youth Camp
   b. During regular school year or on evenings
      e.g. Special Halloween Party
      e.g. After school program
      e.g. Wrestling program (with Base program)

Orientation and Logistics

1. Orientation program
   a. Receive students.
   b. Conduct incoming students through orientation schedule and conduct certain departmentally relevant orientation presentations.
   c. Make recommendations to those departments responsible for the various presentations to increase effectiveness of program.
   d. Accompany and interact with students to help with personal adjustments.
      e.g. Help students find identification, acquaintances, and groups to reconstruct their identity and introduce them to new experiences relevant to their growth and development.
      e.g. Answer questions to provide for primary need.
   d. Review orientation schedule periodically to evaluate time frames, effectiveness, and interest level of orientation program.

2. Counseling and Service Functions
   a. Via orientation contacts and general availability, community workers will maintain student contacts and offer support and encouragement to students.
   b. Identify problem areas.
   c. Act as a source of information and a medium for referral as needed.
   d. Continue to aid students as need for adjustments and readjustments are indicated.
   e. Maintain liaison with other program components to be of fullest possible service to students.
   f. Deliver messages as requested.

3. Transportation
   a. Identify and prioritize student transportation needs.

b. Provide transportation via company vehicles.
c. Maintain vehicles in conjunction with Property Control.
d. Safety checks performed on equipment periodically.
e. Maintain records of vehicle use.
f. Serve needs of other Mountain-Plains departments and divisions as occassions arise.
g. Monitor and recommend modifications to bus schedule.

4. Exit orientation
   a. With other departments/officials involved, inform students on essential procedures and expectations with the course of their pending exit.
   b. Help students in the identification of needs and concerns that are relevant to their re-entry into community.

5. Exit Arrangements
   a. Help student make actual moving arrangements.
      e.g. Equipment rental
      e.g. Size of vehicle required
      e.g. Alternative methods
   b. Keep liaison between student and other Mountain-Plains officials and departments involved in exit.
   c. Assist student in negotiating final days at Mountain-Plains.

6. Liaison with reference to housing needs
   e.g. Light Bulbs
   e.g. Repair Reports
   e.g. Bug and pest removal (coordination)
   e.g. Some Lawn Equipment Issue

7. Inspect MCP housing area and encourages community beautification
   e.g. Spring Clean-up
   e.g. Junk car notification
   e.g. Clean-up notification

8. Provide in-service and workers growth experiences/training for Community Development Department staff.
   e.g. Seminars
   e.g. Para-professional training
   e.g. Self-study

Mountain-Plains Education & Economic Development Program, Inc.

POST OFFICE BOX 3078 · GLASGOW, MONTANA 59231 · TEL: (406) 624-6221

INTEROFFICE MEMORANDUM

TO: Chuck Schank

FROM: John A. Albrecht

SUBJ: REPORT OF CHRISTMAS RECREATION PROGRAM

COPY TO: T. Schumacker, E. Weber

1. The Christmas Recreation Program operated from 12/23/74-1/3/75, a total of eight operational days. The initial objective was to provide recreational activities to age groups 6-7-8 and 9-10-11 years of age during school holidays and while parents continued studies. The program operated from nine to four daily. By the second day of operation it became apparent that we needed a program for youths twelve years and over. A program was instituted and operated periodically depending upon instructional load of other instructors. In some cases volunteer (student) instructors were used.

2. The following enrollments were recorded:

6-7-8 years	Total 19
9-10-11 years	Total 30
12 years and up	Total 24
	Total 73

3. Daily Attendance Varied

	6-8	9-11	12-up	Total
12/23/74	10	14	2	26
12/24/74	11	12	6	39
12/26/74	12	13	7	32
12/27/74	14	14	9	37
12/30/74	19	29	5	53
12/31/74	14	26	7	47
1/2/75	17	27	10	54
1/3/75	21	22	9	52
Total Attendance	118	157	55	340

4. Staffing

Mt. Plains Staff - 3

Volunteers

Secretary	2	64 hrs.
Noon Duty	7	12 hrs.
Instructor & Miscellaneous	2	6 hrs.
Total Volunteer Hours		82 hrs.

5. Special Activities:

Noon lunch was provided by Food Services on 12/26/74 and 1/2/75 and snacks were provided daily. On 1/2/75 the attendance at lunch was 52 students. On 1/3/75 a night skating party was held for age groups 11-12-13-14. The group skated on local pond. Sixteen Mountain Plains children were present.

6. Recommendations for future implementation:

a) During cold weather a stock of gloves and hats should be on hand for smaller children.

b) A supply of smaller skates be obtained.

c) If films are used, use films of cartoon nature.

d) An arts & crafts program be considered for all age groups.

e) Sleds of plastic nature be taken on ice skating sessions when smaller age groups go out.

f) Non-electric hot wheels race cars & tracks be used for small age groups.

Mountain-Plains Education & Economic Development Program, Inc.

POST OFFICE BOX 3078 · GLASGOW AFB, MONTANA 59231 · TEL: (406) 6244021

APPENDIX C 2

Tom Read 1 pt

MEMORANDUM

DATE August 27, 1974

TO: Chuck Schank

FROM: John Albrecht

SUBJECT: Report of Summer Recreation Program

COPY TO: Tom Schumacher

1. The Summer Recreation Program operated at the Family Center this summer was initially structured to reach age groups 6-11yrs. The primary objective was to provide worthwhile activities for these children while parents were in classes. The program was operated by four recreational instructors. It commenced activities on June 3 and concluded class work on Aug. 23. During this time frame the program was restructured three times to maintain student interest and to incorporate activities where student interest was highest. The summer program also contained provisions for bowling lessons, arts & crafts work, and twirling through Base Recreation Department. Mt. Plains provided swimming lessons and an opportunity for youths to stay at Pines Youth Camp for one week. The program featured special events each Friday along with free full length movies courtesy of Base Recreation, over night camp outs, and half-day fishing trips. The Food Service of Mt. Plains provided morning snacks daily.

2. The following chart shows break down of age groups using the program during specific sessions:

	5yrs.	6yrs.	7yrs.	8yrs.	9yrs.	10yrs.	11yrs.	older	Total
1st. - June 3 - July 5	1	6	11	8	8	12	6	13	68
2nd - July 8 - Aug. 2	2	6	10	6	7	10	4	7	52
3rd - Aug. 5 - Aug. 23	2	6	9	13	13	8	10	5	56

A total of 12 youths utilized the Pines Youth Camp Program:

9yrs.	10yrs.	11yrs.	12yrs.	older	Total
4	3	1	2	2	12

The swimming program received very little use since most of the swimming slots were filled prior to Mt. Plains starting their program. Incoming families did not receive very many vacancies.

Approx. -
Total (3)

Camp outs were provided for all ages as were fishing trips.

Camp outs Max. 22 Min. 11

Fishing trips Max. 25 Min.9

3. The summer program for adults was operated during the afternoon and evening hours. Classes started at 4:00p.m. and contained areas of student interest.

4. Attached are the Summer Recreation Schedules for all three sessions, Special activities conducted and Adult programs.

John Albrecht
Recreation Specialist

mkh

ACTIVITIES CALENDAR FAMILY CENTER

Date	Time	Activity	Location	Admission Charge	Base Wide	Remarks	Restrictions

SUMMER RECR[illegible]ON SCHEDULE

NAME _____ AGE _____ HOUSE NUMBER _____ PARENTS NAME _____

	8:00 - 9:00	9:00 - 10:00	10:00 - 11:00	11:00 - 12:00	12:00 - 1:00	1:00 - 2:00	2:00 - 3:00	3:00 - 4:00
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

77

APPENDIX C 4

FAMILY CENTER ACTIVITIES

Calendar for Month of

MARCH

Adult Evening Classes or Workshops on Scheduled or by Arrangement

Belt Making	7:00 p.m., Wednesday	5-12-19-26
Solid Fuel Rocket Shop	7:00 p.m., Tuesday	4-11-18-25
Guitar Lessons (Children)	4:00 p.m., Mondays & Wednesday	10-12-17-19 24-26-31
Racquet Ball Class	4:00 p.m., Wednesday	5-12-19-26
Bowling Class	4:00 p.m., Tuesday & Thursday	4-6-11-13-18-20-25-27

Subteen Activities

Subteen Foosball Doubles Tourney	7:00 p.m., Monday Ages: 10-12 years	3-10-17-24-31

Supervisors Activities

Volunteer Training Workshop	6:00 p.m., Wednesday	5-12-19-26
Supervisors Meeting	7:00 p.m., Thursday	6-13-20-27

Tournaments (adults except where specified)

Foosball--Singles Men	7:00 p.m., Wednesday	5-12-19-26
Foosball--Singles Women	7:00 p.m., Tuesday	4-11-18-25
Community Government Group Foosball Tourney	7:00 p.m., Saturday	1-8-15-22-29

Club Meetings

Ches (MCP-49)	7:00 p.m., Tuesday	4-11-18-25
Current Events Rap Group	7:30 p.m., Thursday	6-13-20-27

Family Activities

Weekend Activities		
Chili Bean Supper	6:00 p.m., Saturday	8th
Square Dance	7:30 p.m., Saturday	8th
Glasgow Band Concert	3:00 p.m., Sunday	9th at North Star School

Supper snacks will be available at the Family Center Snack Bar on Saturday night from 5:00 p.m.-8:00 p.m.

Morning coffee and fresh rolls available at the Center weekdays 7:00-8:00 a.m. 20 cents for roll and coffee.

FAMILY CENTER
POLICIES & PROCEDURES
(Revised January 31, 1975)

1. Who will be responsible for operations of the Family Center?

   A. The Recreational Specialist will be responsible for supervision and overall operation of the Family Center.

   B. The Student Manager or Assistant and adult supervisors will be in the Family Center. They will be responsible to carry out all rules, regulations, policies and procedures set forth and adopted by the Community Government Board. They will be directly responsible to the Student Manager and will have delegated authority.

2. Who will operate the Family Center?

   The staff, student manager, and the snack bar manager will be responsible for keeping the building operational until 10:00 p.m. daily, and 2:00 p.m. until 10:00 p.m. on weekends. Special consideration of the time schedules will be given to holidays, and Fridays.

3. Who will use the Center?

   As a stated policy, the facilities of the Family Center are to be utilized only by Mountain-Plains staff and student families. Community organizations or special classes may meet in the Family Center only in those instances where specific permission for such use has been obtained from the Leisure Skills Specialist and where such use does not conflict with Mountain-Plains activities. Guests will be accompanied by staff or a student except by special permission.

4. Who will not use the Family Center?

   A. All personnel not employed by Mountain-Plains, except those invited by special invitation or guest accompanied by staff or student.

   B. Any person who is, in the opinion of the Student Manager or Assistant, being destructive or creating a social or physical disturbance which is not in keeping with acceptable standards.

   C. Any person intoxicated on drugs or alcohol.

   D. Any person with alcohol or drugs in his possession will not enter the Center.

E. Children under 10 years of age will not use the Center after six o'clock except when accompanied by a parent. Children under 10 years of age may use the Center on weekends until six o'clock unaccompanied.

F. School-age children will leave the Center by 9:00 p.m. on school nights except when accompanied by parents. We recommend highly that all children will leave by 9:00 p.m.

5. Who to contact in emergencies after hours:

Student Manager	
John A. Albrecht (Home)	4-3690
Tom L. Schumacher (Home)	4-3027
Fire	4-3333
Ambulance	8-2116
Security (Police)	4-3888/8-2171
Hospital (After Hours)	4-7444

6. Who will check out the equipment?

A. Equipment and supplies will be checked out by staff members.

7. Adult Game Area:

Adults using pool area will adhere to self-supervising policies.

(1) No smoking.
(2) No food or beverages.
(3) No children, under 18 years, except under one year with direct supervision.
(4) Brush down and cover table upon completion.

Pool:

A. Pool will be played without charge to students, staff and guests. However, a charge may be set for tournament play.

B. Community groups utilizing the building will not use the pool table with prior approval.

C. Pool equipment will be checked out through duty supervisors.

D. Pool equipment will be checkout out for one hour time periods. At the end of the one hour, if there are personnel waiting to play, the pool equipment will be checked back in.

E. No reserving of pool tables.

F. Pool tables will remain covered when not in use.

Ping Pong:

A. Ping pong tables will be operated free at all times.

B. Equipment will be checked out through the duty supervisor.

C. At any time the equipment is being abused, the duty supervisor may confiscate it.

Football:

A. Operated free.

B. 1/2 hour time limit.

C. Check out equipment from duty supervisor.

8. Rules for the Children's Game Area:

    1. This area will be used by Mountain-Plains student's dependents between the ages of seven and twelve years of age. A child may bring a friend or guest, however, they will be responsible for his or her actions.

    2. The game area will be open on school nights from 6:00 - 9:00 p.m. and on non-school nights 6:00 - 10:00 p.m. and will be open on the weekends as situation demands.

    3. All game machines such as pool and ping pong, are on a first come first served basis. That individual or his or her group will play for one hour and then clean up their area and check in their equipment.

    4. All drinks and candy (food) will remain on the table designated for such and all wrappers disposed of in the garbage can.

9. Rules for the Tots Toy Area:

    1. This area is for small children two to five years of age.

    2. The area is only open when a supervisor is present to handle the area.

    3. Do not leave your child without supervision.

    4. All toys will remain in the general area.

    5. There will be no candy or drinks in the area.

10. Rules for the Air Rifle Range:

    1. This area will be used by all children over six years of age.

    2. This area will not be used without a schooled adult supervisor.

    3. All children will be schooled as to range regulations before shooting.

    4. All children will be schooled as to gun safety before shooting.

    5. All shots will be direct in such a manner as to hit the back stop provided.

11. Games:

    A. Games will be checked out for use in the Family Center by the duty supervisor.

    B. Rules covering the game check-out counter.

        1. Toys:

            a. Hockey sticks, frisbees, ball bats - will not be used inside of the building.

            b. Balls will be handed out with the supervisor's discretion, depending on the child's age and the concentration of children within the room.

            c. No running or shouting in any area except gym area.

        2. Games:

            a. Games will be checked out at supervisor's discretion to children who are old enough to play.

        3. Damaged Articles:

            a. Supervisor will check games in and out. When toys come back they will be inspected for damage. If damaged, the supervisor will take the name of the person who checked the item out and that person will be responsible.

12. Turntable Console Sets:

    A. These will be operated by the student manager or assistant.

    B. The noise level will be kept at a reasonable level.

13. Tape Decks:

A. Bar tape deck: Will be operated by bar manager or assistant, student may request music.

B. Office tape deck: May be operated by any adult upon request.

C. No tapes or records will be checked out or taken from the Center.

14. Broken Equipment:

Items broken will be handled on an individual basis. Destruction of equipment, depending on the situation, may cause an individual to receive the following:

a. Pay for the item.

b. Lose the privilege of using the item again and/or the Family Center.

c. Lose the privilege of using or participating in a certain area within the Family Center.

d. Any combination of the above.

e. Action may be taken by Disciplinary Board.

15. Television Room Policies:

A. Children under 10 years of age will not switch channels without adult supervision.

B. Who will be allowed to watch what?

1. First person there will watch his program, then majority rules.

2. Must ask permission to change other channels to check other programs.

3. Adults will not override children on first-come basis.

16. Maintenance of the Building:

All special interest groups using the building will provide their own janitorial service. This will include sweeping floors, cleaning tables, emptying ashtrays, scrubbing up spills, cleaning bathrooms, emptying all trash into the trash container north of the building, and arranging all furniture.

17. Scheduled Classes:

Classes will have priority. Scheduled classes will not be interrupted by game machines or music.

18. Smoking Policies:

Anyone you suspect is under 18 years of age and smoking must either leave the building or show an I.D. to prove that they are 18 or over. Student Manager may check with the parents.

19. Concessions:

Will be handled by the snack bar manager.

See Snack Bar S.O.P.

20. General Policies for Supervisors:

The supervisor under the direction of the Student Manager is responsible for all existing conditions within the Family Center, including TV room, game room, pool room, snack bar, hallways, group conference room, lavatories, and outside of the building.

See S.O.P. for Student Manager of Family Center.

Part I

Fire Safety and Prevention Plan
for
Operation of the Family Center

The Recreation Specialist will work closely with the Fire Department and Volunteer Staff members to ensure an adequate fire plan is in effect at all times. The following outline is intended to be a guide and meets the minimum requirements as required by the Fire Department.

A. Ensure daily inspections are made wherever applicable before opening and upon closure of the facility.

1. Eliminate fire hazards.
2. Assure exits are not locked or blocked.
3. Exit lights work.
4. Refill water pump for extinguishers.
5. Usually check other type extinguishers and fire fighting equipment.
6. Electrical power not being used is shut off.
7. Insure windows and doors are closed during winter to prevent freeze-up of plumbing and conserve heat.
8. During summer, assure vegetation control and watering.

B. Evacuation Plan. Ensure the fire evacuation plan is known to all staff and volunteers. Ensure that regular, periodical briefings are held to ensure distribution of the plan to required personnel. Post the fire escape diagram in observable location.

1. The following fire escape plan is currently in affect.

Major Facility Areas	Exits
Ball Room	West Patio Doors
Game Room	West Patio Doors
Snack Bar	South Entrance
Reading Room	South Entrance
General Staff Offices	South Entrance
East Game Room	East Entrance
T.V. Room	East Entrance
Supervisor's Office	East Entrance
Tots Area	East Entrance
Kitchen Area	North Entrance

2. Transmission of the Alarm.

Upon hearing the verbal alarm from any area, the student manager supervisor of that area, or the Recreation Specialist, will verify that there is a fire. Upon verification, trip the nearest fire box. The person verifying the fire will call the Fire Department and report the alarm. (524-3333)

3. Building Exits.

Upon reporting the fire, the student manager or Recreation Specialist will assign responsible students to main exits from the building. These students will maintain orderly exits from the building.

The student manager or Recreation Specialist will start nearest the fire and verify all rooms are clear of personnel, closing all doors and windows, but not locking them.

4. Use of Extinguishers.

Upon verifying that the building is clear of personnel, the Recreation Specialist or student manager will identify, if possible, the base of the fire. If the fire is non-electrical in nature, he will direct responsible students to man the fire extinguishers in an attempt to retard the situation. If an electrical base fire is possible, no extinguishers will be used.

5. Removal of Equipment, Files and Records.

No equipment files or material will be removed from the building. Upon arrival of the fire crew or upon imminent danger, the student manager or Recreation Specialist will account for his fire extinguisher crews - door exit personnel - and withdraw from the building.

C. Nightly Closing Inspections. A Closing Inspection will be held by staff members or by volunteer supervisors to ensure all fire hazards have been checked, to include the removal of all trash from garbage cans, butt cans, and ash trays and ensure electrical switch and appliances are turned off. As required, a report will be made by phone to the Fire Department upon closure to ensure inspection has been made. A log of such report will be maintained by the Recreation Office.

D. Training of Personnel. The volunteer manager and supervisor will be schooled once a month on contents and implementation of the plan.

Part II

Safety Rules and Regulations for Students
Using the Family Center

Safety guidelines are an inherent part of an oepration plan and are spelled out in detail in the Family Center Policies and Procedures. This plan is distributed to each incoming family during the orientation process.

A. Restriction as to Use of the Center:

1. Any person being destructive, creating a social or physical disturbance, or not in keeping with acceptable safety standards will be removed from the Center.

2. School-age children will leave the Center by 9:00 p.m. on school nights except when accompanied by parents. We strongly recommend that all children will leave by 9:00 p.m.

3. Children under 10 years of age will not use the Center after 6:00 p.m. except when accompanied by a parent. Children under 10 years of age may use the Center on weekends until 6:00 p.m. unaccompanied.

B. Restrictive Areas Within the Center:

1. Adult Game Area.

Adults using pool area will adhere to self-supervising policies.

a. No smoking.
b. No children, under 18 years, except under one year, with direct supervision.

2. Tots Area.

a. This area is for small children two to five years of age.
b. The area is only open when a supervisor is present to handle the area.
c. Do not leave your child without supervision.

3. Air Rifle Range.

a. This area may be used by all children over six years of age.
b. This area will not be used without a schooled adult supervisor.
c. All children will be schooled as to range regulations before shooting.
d. All children will be schooled as to gun safety before shooting.
e. All shots will be directed in such a manner as to hit the back stop provided.

4. Games.

   a. Hockey sticks, frisbees, ball bats - will not be used inside of the building.
   b. Balls will be handed out with the supervisor's discretion, depending on the child's age and the concentration of children within the room.

5. Game Areas in General.

   a. No running or shouting in any area except gym area.

C. Building Maintenance:

1. All special interest groups using the building will provide their own janitorial service. This will include sweeping floors, cleaning tables, emptying ashtrays, scrubbing up spills, cleaning bathrooms, emptying all trash into the trash container north of the building, and arranging all furniture.

D. Emergency Phone Listings After Hours or in Absence of Staff Member:

1. Student Manager

Tom L. Schumacher (Home)	4-3027
John A. Albrecht (Home)	4-3690
Fire	4-3333
Ambulance	8-2116
Security (Police)	4-3888/8-2171
Hospital (After Hours)	4-7444

Part III

Safety Rules and Regulations for Volunteer Supervisors
and Floor Supervisors

Volunteers help support the operation within the Family Center. In doing such, they must be aware of operational regulations that ensure safety of fellow students using the areas. The volunteer student manager is directly responsible for conduct of training sessions, supervisor and adherence of established guidelines found within.

A. Responsibilities of Student Manager:

1. The manager will be responsible for supervising existing conditions, equipment, and behavior of individuals within open areas of the Family Center during legitimate hours of operation.

2. The manager will have the delegated authority to ask anyone, for reasonable cause, to leave this Family Center. Reasonable cause will be determined by the manager and action of person or persons. See Part II, Paragraph 1 (Restriction as to use of the Center).

3. Be responsible for janitorial duties on week nights and weekends, to ensure all fire regulations have been met in regards to emptying butt cans and garbage.

4. He will ensure cleanliness of the recreational areas.

5. He will ensure that all floor supervisors are properly schooled before operating a floor station.

B. Unusual Closure:

The manager or his assistants can close the recreational areas of the Family Center upon his discretion (a) If the health of individuals is endangered; (b) Equipment is being jeopardized; and (c) Existing conditions are marginal. Lack of floor supervisors can be interpreted as marginal conditions.

C. Cold Weather:

During periods of extremely cold weather, the manager will ensure no children are asked to leave the building unless a bus is ready to pick them up. If bus fails to come at closing time, arrange for rides with adults in the building, or call security for rides.

D. Floor Stations:

1. Specific supervisory stations will provide visual coverage of large floor areas to ensure incidents do not occur.

2. Tots Toy Area #5.

   a. The primary objective of this station is to provide supervision over children and toys in the game area.
   b. Ensure that children do not strike, shove, or hit another child as to cause injury.
   c. Ensure children are of correct ages, 2-5 years.

3. Air Rifle Range #6.

   The primary objective of this station is to provide supervision and ensure all students within range boundaries adhere to range regulations.

   General Duties:
   This area will be supervised by a qualified adult with background in gun safety and marksmanship. General duties to be:

   a. Ensure proper range instructions are given verbally to all groups firing. Instructions to include:
      (1) all rifles pointed down range.
      (2) all rifles loaded, cocked and cylinders changed by supervisor.
   b. Ensure range is not overcrowded, only a maximum of three firing positions.
   c. If for any reason supervisor must leave, he will temporarily close the area and lock up rifles and ammunition.
   d. Ensure that rifles are fired against backstop only, not at tile walls.

E. Emergency Medical Requirements:

1. In case of a need for emergency medical requirement, call the Fire Department at 4-3333 or hospital after hours at 4-7444. If patient is a minor, no medical work can be performed unless a medical release is signed by the parents. It is important to learn the patient's name or names and reach the parents.

F. Emergency Telephone Card Reference:

1. Ensure all supervisors, especially assistant managers, have an Emergency Telephone Numbers card in their possession.

EMERGENCY TELEPHONE NUMBERS

Student Manager	
Assistant Manager	
Snack Bar Manager	
Fire	4-3333
Police	4-3888/8-2171
Hospital	4-3366
After Hours	4-7444
No Answer	8-2116
John Albrecht (home)	4-3690
Tom Schumacher (hor	4-3027

SUBJECT: PROCEDURE FOR INCOMING FAMILIES

Office of Primary Responsibility: Community Worker(s)

The Community Worker(s) is responsible for receiving and settling families upon their arrival at Glasgow Air Force Base. This initial period includes the first two days of orientation and is to be construed as part of that program. The Community Instructor, above all, is to convey a sense of order and dignity, two qualities which are at a premium in any disruption as emotionally unsettling as a major shift of residence, a transition from the known to the little known.

Procedures:

1. The Receptionist/Secretary will deliver a copy of the "Schedule of Arrivals" to the Community Worker(s) assigned to the process of receiving new families.

2. Six days prior to the scheduled arrival of new families, the Community Worker supervisor will designate the Community Worker in charge of arrivals and confer with him concerning the work load and any special arrangements.

3. At least two days prior to the day families are scheduled to arrive, the Community Worker will accomplish the following by way of preparation:

   a. Obtain keys from Housing.
   b. Secure checks for food allotment from Accounting. (See Policy C 103)
   c. Prepare individual folders for each family to include the following:

      1) Orientation schedule.
      2) Copy of "Permission to Enter Home for Repairs."
      3) Status Quo.
      4) Map of Base.
      5) Student Handbook.
      6) Bus Schedule.
      7) Student Insurance Forms and Enrollment Forms.
      8) TV Schedule.
      9) Any other materials necessary for orientation.

   d. Make a final check on homes to see that they are in a state of readiness to receive families:

      1) Check that garages are unlocked.

2) See that appliances and utilities are in working order.
3) Check general condition of the house.
4) If there is something that requires attention, a written report is to be submitted to Housing with a copy filed with Supervisor for Community Development and Recreation.

4. Notify the appropriate neighborhood Leaders and State Representatives of the MOWINDS Student Government of the families whose arrival is expected, by use of the MOWINDS mail boxes located in MCP 49.

5. At least one day prior to the arrival of new families, the Community Worker shall confer with Child Development to arrange for placement of children in infant care homes, nursery facilities and public schools.

6. One day prior to the scheduled arrival of new families, the Community Worker will attempt to ascertain any other information concerning the need for provisions of those commodities required for basic living, e.g., bedding, dishes, etc. Some supplies are on hand at MCP 49 and an inventory of these available and those checked out are available from the Community Worker in charge of home supplies.

7. As families arrive, the Community Worker shall:

a. Meet families at Tumpane Security and Accompany them to the home or arrange for families to be met at bus or train depot when necessary.
b. In order to assist the family in getting acquainted with their new home, the Community Worker will:

1) Give the families the keys to the house.
2) Show them location of thermostat, appliances, furnace and other household items that will help them get acquainted with the facility.
3) Perform such other tasks as will help the family get settled, as long as these are reasonable, e.g., it is not the Community Worker's job to unload a truck, but this may be part of the assistance he will render if the arrival is late at night.
4) Deliver check for food allotment.
5) Impart basic information about:

(a) Location of food stores and time base local store is open.
(b) Nearest emergency phone.
(c) Where to report furnace and equipment malfunctions.
(d) Next day's schedule.
(e) Need to fill in insurance forms and relation to first pay period.
(f) Student Enrollment Record.
(g) Any other materials needed.

6) Such other assistance as may be required in light of special circumstance.
7) Secure transportation arrangements for first day of orientation.

8. Late Arrivals

   a. States give students information on what to do in the event of an anticipated late (after normal working hours) arrivals.

      1) Students call directly to MCP 49 between the hours of 8 a.m. - 5 p.m.
      2) Students contact Tumpane Security after 5 p.m.

   b. Tumpany Security or the student directly via calling MCP 49 during working hours will contact the Supervisor for Community Development and Recreation.

   c. Supervisor will make disposition with reference to late arrivals.

Orientation BEGINS WEDNESDAY.

The Community Worker will act as a guide through the entire orientation process. Continuity is assumed since the arrival and settling of a family is part of that process.

The first part or orientation is essentially a further acquaintance with the community and an introduction to those services required to meet the family's primary needs.

The Community Worker's first duty is to occupy the student's frame of reference, in so far as this is possible. He is to sensitively interpret the resources of the area and the Mountain-Plains Program as these pertain to the life of the family and thereby aid the family with initial adjustments.

The Community Worker will also complete certain administrative details as required.

Procedure: Wednesday (Sequence based upon orientation schedule)

1. All families will report to MCP 49 according to orientation schedule. Community Workers will arrange transportation for those unable to provide their own.

2. Child Development will meet with families and assist in placing children in the appropriate child care agencies; this applies to those with infants and preschool children.

3. Families with children of elementary school age will enroll them in the North Star School.

4. Insurance and Child Development forms will be completed.

5. The Community Worker will impart the following:

   a. Basic information about housing, e.g., work orders.
   b. Bus and other transportation information.
   c. Phone location and use of phone in MCP 49, including emergency phone system.
   d. Vehicle registration and other necessary information regarding traffic regulations, parking, etc.
   e. Role of the Community Worker.
   f. Explain "Cash Advances Upon Arrival," (Policy C 101).
   g. Inform the student that relocation costs will be settled with Accounting on Thursday.
   h. When to report to pay line on Friday.

6. Those families with U-Haul trucks or trailers will return vehicles to local representative by Wednesday noon if possible.

7. Families with children of Junior or Senior High age will enroll their children in local schools in Glasgow. This may be done in connection with the return of moving equipment and vehicles.

8. Families will be instructed to return to MCP 49 according to orientation schedule.

9. The Community Worker via the Receptionist/Secretary will notify Scheduling not later than Thursday Noon of all newly arrived families. This will enable Scheduling/Data Center to maintain an up-to-date listing of all families on center and provide needed information to Testing Center.

10. Completed Insurance and Student Enrollment Record forms will be delivered to the Insurance office and Accounting not later than Thursday Noon.

11. Child Development will explain their program and how it relates to the student's convenience and the training program at Mountain-Plains. The Community Instructor will introduce the staff from Child Development.

12. Base Tour will be conducted. Emphasis will be placed on those families relevant to the life needs and recreational/leisure time interest of students, e.g., Base Clinic, Store, Family Center, Post Office, etc. When possible, pre-arranged tours of facilities will be made.

13. Sometime during Thursday, the Community Worker will ask for and receive applications for "Cash Advances Upon Arrival," (Policy C 101).

14. Orientation will continue until all scheduled activities are completed. (See attached schedules, appendix _____).

Standard Operating Procedures for the Glasgow School Orientation Program.

To improve school-Mounatian-Plains community relations in addition to helping the children of new families adjust to the junior and senior high schools in Glasgow, Community Development offers an in-school orientation program.

To determine which families are affected by this program, the following procedures are used:

L) During orientation an assessment is made of which families have school children above the 6th grade level. This is done by the Community Development Technician.

2) Approximately one month after the initial regristration period, the student is given an opportunity to take leave and tour the schools. The tours are arranged on an as needed basis.

3) Permission to leave is co-ordinated through the Supervisor for Data and Scheduling.

4) The student listens to a presentation of the state laws, school programs, extra-cirricular activities in addition to touring the building and meeting the teachers.

5) Transportation is handled by the Community Development Department. Depending upon the number of families involved, either a staff car is used or the VW bus from the Early Childhood Department. The tour is always accompanied by the Community Development Technician.

PROCEDURES FOR EXIT ORIENTATION

Primary Office of Responsibility--Community Worker

EXIT ORIENTATION - First Session

I. Introductions - Community Worker will:

A. Introduce students and officials.

B. Explain Exit Orientation

1. First Session - Procedures for Exit

2. Second Session - ook at various personal responses to or possible areas of difficulty in moving and reentry into community.

C. Arrangements for baby sitters for Exit Orientation at Bldg. 43, must be made in advance.

II. If other officials are present - They will proceed with their presentation as follows:

A. Placement officer's presentation. (See Attachment.)

III. If other officials are not present

A. Instruct students to check in with Advisor to make arrangements and secure "Application for Career Certification" form, 3rd floor, Bldg. 810.

B. Instruct students to make certain they are scheduled for:

1. World of Work

2. Health and Consumer Education Tests

3. Counseling Tests (30 days)

4. Exit Orientation (2nd floor) to follow this one.

C. Instruct students to check in as soon as possible with Placement Officer, Bldg. 810, 2nd floor to make interview plans and discuss employment goals.

D. Placement will give the pink and yellow copies of "Exit Confirmation Alert" forms and they will check in immediately with Community Worker, MCP 49.

IV. Exit Arrangements - Community Worker will make presentation to include the following:

A. Statement that exit arrangements for moving begin with arrangements for interview trip.

B. Termination form

1. Form will be shown but not distributed.

2. Students will be directed to the insurance office for information.

3. Various times for specific sign-offs noted.

4. Order of signing explained.

5. Caution to process forms early after exit category is settled will be given.

C. Housing Procedures - Worker will explain:

1. Equipment to return and what is not to be returned.

2. Financial responsibility - negligence, loss and damage vs attrition of normal use.

D. Moving Arrangements - Worker will explain:

1. Rule of thumb - the way in is the way out.

2. Different mode of moving must be justified.

3. Money available depends on contract and category.

E. Accounting - Worker will explain:

1. Dislocation: Money for U-haul may be picked up a day in advance of exit. Other check for wages due, etc., will be upon leaving.

2. Friday and Monday exits are discouraged.

a) Friday - if do leave must get final check prior to 1:00 p.m. and this means all other forms must be completed prior to this time.

b) Monday - very few exceptions. Why? People have left on weekends owing Mt. Plains equipment or money; and this means keeping U-Haul two days which cost extra money. Exceptions where it is an absolute must be as determined by Placement Officer.

V. Any Additional Questions?

VI. Community Worker will administer Questionnaire for Community Development/ Recreation evaluation purposes.

VII. Explain Wednesday and announce some of the themes which other groups have discussed. For examples:

a) Husband and wife needs and concerns as mutually important.

b) Needs of children during a move.

c) Normal and natural fears of exit and reentry.

d) Returning to a place where one has had a history of failures.

e) Returning to a place where relatives are present.

f) Husband and wife agreements and disagreements on place to relocate.

Stress that groups will determine its own themes and open and free discussion is encouraged; possible role-play if worker deems appropriate.

EXIT ORIENTATION - Second Session

1. Community Worker will lead a discussion or possibly employ role-playing techniques as group announces theme or themes with which it wants to work.

2. Focus of this session is on group process.

3. Program evaluations, pro or con, are appropriate as an expression of the termination process, as a pre-enactment but the worker must take care that the session clearly focuses upon termination and reentry.

4. The group need not adhere to themes suggested in Session 1. The group will carry its own business.

Mountain-Plains Education & Economic Development Program, Inc.

POST OFFICE BOX 3078 GLASGOW, MONTANA 59231 TEL (406) 6246221

STUDENT RELOCATION FORM

Clock No. _____

State: _____ Date Beginning Program: _____

Name: _____ No. in Family: _____

Description of Family Members: _____

_____

Called in By: _____ Called in To: _____

Place of Departure and Date: _____ Arrival Date: _____

Method of Travel: _____ Mileage: _____

TRANSPORTATION COSTS

	Estimated	Actual	Variance	
Travel Expense:	$	$	$	
Lodging:				
Meals:				
** Rentals:				*1
** Deposit on Rentals:				*2
** Emergency:				*3
** Other:				

Total Estimate - Check No. _____ $ _____

Total Actual Expenses _____ $ _____

Variance _____ $ _____

Date Rec'd: _____ Receipt No. _____ Amount $ _____

Check Made Payable To: _____

Date Check Sent: _____ Date Check Received: _____

Received By: _____ Amount $ _____ Date: _____
(Participant's Signature)

** Relocation must be settled at Mountain-Plains, Glasgow within two days after arrival.

1. Any variance in estimate and actual cost of rental must be settled.
2. Deposit on rental must be refunded to Mountain-Plains.
3. If emergency money is given it must be refunded to Mountain-Plains unless actually needed for emergency purposes. Receipts must be obtained and submitted to accounting if any part of emergency fund is used.

99

Food Allowance $_____ Check No. _____ Rec'd. _____ Date _____

Mountain-Plains Education & Economic Development Program, Inc.

POST OFFICE BOX 3078 · GLASGOW, MONTANA 59231 · TEL: (406) 524-6221

STUDENT ENROLLMENT RECORD

Family No. _____

NAME (Last / First / Middle)	DATE OF BIRTH	RELATIONSHIP (Husband, wife, son, etc.)

Social Security Number	Social Security Number - Spouse	Marital Status

Place of Birth	Sex	Date of Enrollment

Base Address	Phone Number	Permanent Address

Name of next of kin

Home Address _____ Phone _____

Business Address _____ Phone _____

INSURANCE CLASS _____ INSURANCE EFFECTIVE DATE _____

Do you have a current, valid state drivers license? _____ What state? _____

Dept. _____ TITLE _____

Rate _____ Weekly _____ Effective Date: _____

Remarks:

Accounting _____ Personnel _____

The purpose and conditions of enrollment in the Mountain-Plains Education & Economic Development Program, Inc. have been explained to me and I hereby confirm application for enrollment.

_____ *(Date)*

_____ *(Student Signature)*

Mountain-Plains Education & Economic Development Program, Inc.

POST OFFICE BOX 3078 · GLASGOW, MONTANA 59231 · TEL: (406) 524-6221

STUDENT LOAN AGREEMENT

Name: _____ Family Number: _____

Address: _____

Name of Community Instructor: _____

Student Loan Agreement for: _____

Description of Items	Estimated Cost	Actual Cost
1. _____	$_____	$_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____
TOTAL	_____	_____

Date Entered Program: _____ Savings Balance: $_____

Accounts Receivable Balance:

Rent	$_____
Personal Advance	$_____
Miscellaneous	$_____
	_____
TOTAL	_____

Approved: _____
(Community Instructor)

Approved: _____

Approved: _____

I acknowledge that I must pay back, in weekly installments of not less than $5.00/$10.00, the actual amount spent, beginning the first full allotment period (date) _____. Should I not pay as scheduled, I authorize allotment deduction each week.

Student Signature _____ Date _____

Amount $ Check No. Date

Received _____
(Student's Signature)

Mountain-Plains Education & Economic Development Program, Inc.

POST OFFICE BOX 3078 · GLASGOW AFB, MONTANA 59231 · TEL: (406) 524-6221

STUDENT TERMINATION FORM

Date: _____ Family No.: _____

HOH: _____ Social Security No.: _____

Spouse: _____ Social Security No.: _____

Forwarding Address: _____

_____

This form may be used for job reference. Complete it accurately, neatly and with thought. Please have these sections cleared and initialed by designated supervisor in order as it appears below:

1. Home Management:** _____ *(MCP 55)*
2. Car Decal - Sec. Headquarters: _____
3. Health Education: _____ *(Bldg. 810/1)*
4. Leisure Skills: _____ *(Bldg. 526)*
5. Early Childhood Ed.: _____ *(MCP 43)*
6. Community Library: _____ *(Tues. - Fri. 11am - 9pm, Sat. 8-5)* *(Bldg. 715)*
7. Occupational Area: _____ *(Bldg. 960)*
8. Counseling Aide: _____ *(Bldg. 810/3)*
9. Insurance _____ *(Bldg. 816/1)*
10. Property Control: _____ *(Your Home)*
11. Housing: _____ *(Bldg. 813)*
12. Community Worker _____ *(MCP 49)*
13. Base Post Office: _____
14. Data Center: _____ *(Bldg. 810/3)*
15. Accounting: _____ *(Bldg. 816/1)*

**Monday through Friday ONLY between the hours of 3:00 - 4:30 p.m. at MCP No. 55.

Signature (HOH) _____

Signature (Spouse) _____

COPIES TO: Student Accounting, Data Center, Student